DOCUMENT RESUME

ED 400 429 CE 072 785

TITLE	Family and Consumer Sciences Education. Focusing on Families, Work, and Their Interrelationships. Alabama Course of Study. Bulletin 1996, No. 17.
INSTITUTION	Alabama State Dept. of Education, Montgomery.
PUB DATE	Jul 96
NOTE	189p.; For related documents, see CE 072 786-789.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	Academic Standards; Behavioral Objectives; Child Rearing; Clothing; *Competency Based Education; *Consumer Education; Cooperative Education; *Core Curriculum; Day Care; *Family Life Education; Family Work Relationship; Food; Food Service; Graduation Requirements; High Schools; Hospitality Occupations; Housing; Interior Design; Junior High Schools; Leadership; Learning Modules; Middle Schools; Nutrition; *Occupational Home Economics; Older Adults; Secondary Education; State Curriculum Guides; *State Standards; Well Being
IDENTIFIERS	*Alabama

ABSTRACT

This guide, which is intended for classroom teachers, supervisors, and administrators throughout Alabama, contains the minimum required content (core program) for public school instruction in family and consumer sciences education in grades 7-12. Presented first are the following: introduction examining the objectives/delivery of family and consumer sciences education; conceptual framework of Alabama's family and consumer sciences education course of study; discussion of instruction-related elements of family and consumer sciences education programs; and directions for interpreting the minimum required content. Most of the guide consists of parallel lists of topics and content standards for each of the following programs: middle/junior high school-level programs (exploring family life and careers, managing family life and technology); high school-level family life and consumer sciences program (family and consumer sciences, parenting, food science, consumer resource management, clothing/fashion design, family and child development, food/nutrition/wellness, housing/interior design); and high school-level career preparation program (apparel and home interior services, child/elder care, food production/management services, hospitality/family/community services, family and consumer sciences cooperative education). A leadership development module is also included. Appended are Alabama's diploma requirements, guidelines for local time requirements and homework, sequential course plans, and career pathways. Contains 46 references. (MN)

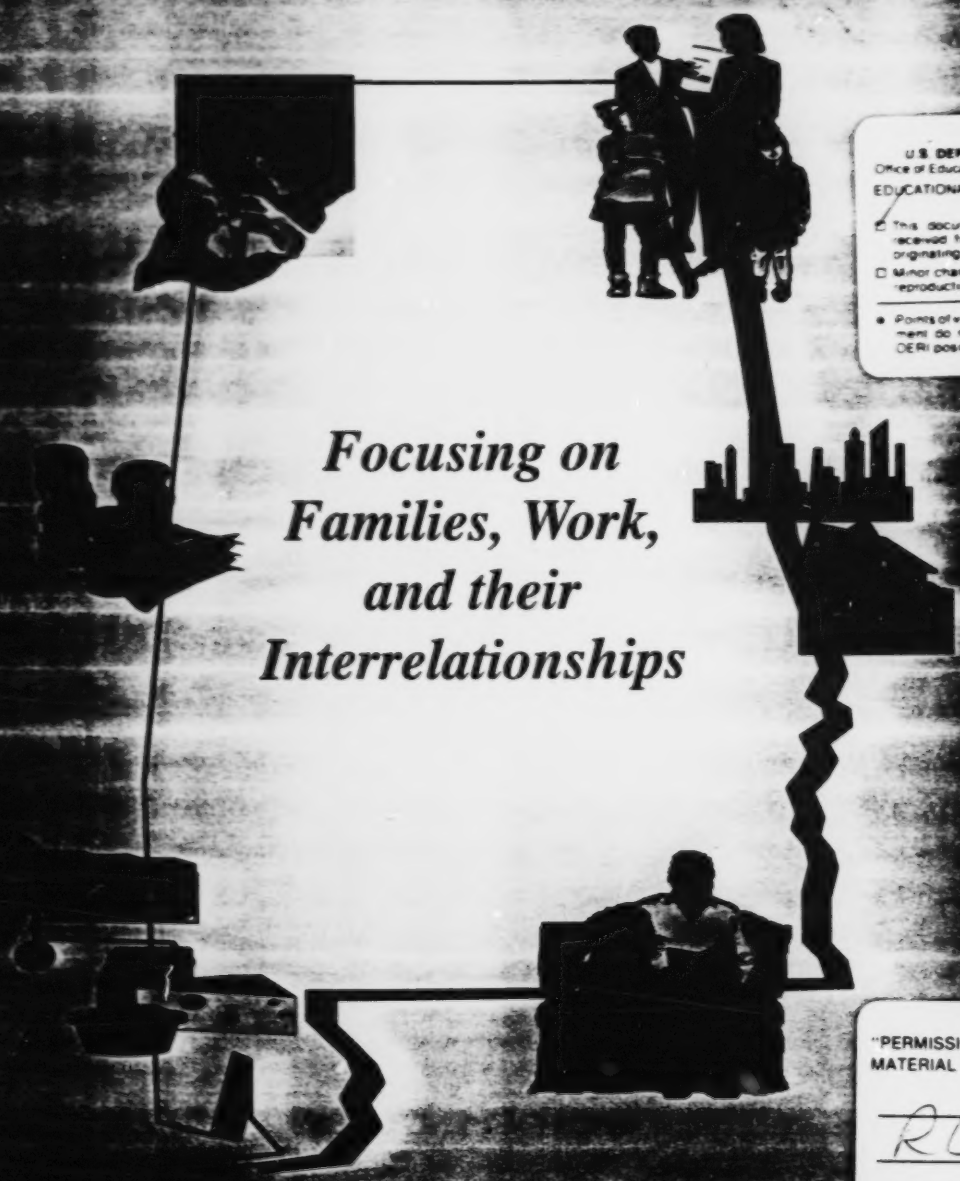
****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 400 429

Alabama Course of Study

Family and Consumer Sciences

Education



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Focusing on Families, Work, and their Interrelationships

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R Love-Wilkes

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Ed Richardson
State Superintendent of Education

ALABAMA STATE DEPARTMENT OF EDUCATION
Bulletin 1996, No. 17

EC 27 785

BEST COPY AVAILABLE

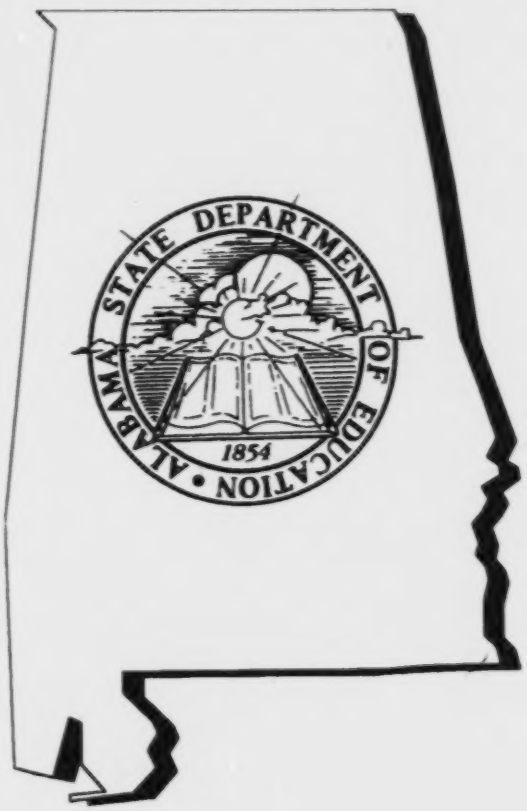
For information regarding the *Alabama Course of Study: Family and Consumer Sciences Education* and other curriculum materials, contact the Curriculum Development Section, Alabama State Department of Education, Gordon Persons Building, Room 3339, 50 North Ripley Street, Montgomery, Alabama, or by mail: P.O. Box 302101, Montgomery,Alabama 36130-2101

Telephone Number: (334) 242-8059

It is the official policy of the Alabama State Department of Education that no person in Alabama shall, on the grounds of race, color, disability, sex, religion, national origin or age, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program, activity or employment.

Alabama Course of Study

FAMILY AND CONSUMER SCIENCES EDUCATION



Ed Richardson
State Superintendent of Education
ALABAMA STATE DEPARTMENT OF EDUCATION
Montgomery, Alabama
Bulletin 1996, No. 17

MEMBERS

of the

ALABAMA STATE BOARD OF EDUCATION

Governor Fob James, Jr.
President of the State Board of Education

Superintendent Ed Richardson
Executive Officer and Secretary

District	
I	Mr. Bradley Byrne
II	Mr. G. J. "Dutch" Higginbotham
III	Mrs. Stephanie Wolfe Bell
IV	Dr. Ethel H. Hall, Vice President
V	Dr. Willie J. Paul
VI	Mr. David F. Byers, Jr.
VII	Ms. Sandra Ray
VIII	Dr. Mary Jane Caylor

STATE OF ALABAMA
DEPARTMENT OF EDUCATION
ED RICHARDSON
STATE SUPERINTENDENT OF EDUCATION

July 1996

Dear Educator:

Vocational/Technical Education Curriculum is a vital part of the total education program. The course of study includes a complete range of technical skills and interpersonal skills. It incorporates higher-order thinking skills with academic skills to provide for the transition from secondary programs to postsecondary programs. The content of each vocational program emphasizes strong partnership with business and industry to provide for upward job mobility.

The course of study addresses the explosion of information and technological development that has necessitated change in curriculum development and instructional methodology. The **Alabama Course of Study** parallels national efforts to update vocational education to meet the emerging needs of the information age. It reflects a conscious decision to implement a vigorous, integrated, hands-on, minds-on approach for vocational instruction. This course of study serves as a cornerstone in the collaborative efforts among educators, parents, students, and business and technology leaders to provide opportunities for all Alabama students to become occupationally competent citizens.

Designed for use by classroom teachers, supervisors, and administrators to guide the development of local programs, this document contains the minimum required content (core program) for public school instruction in Grades 7-12 in vocational education. The State Board of Education, the Vocational Courses of Study Committee, and I sincerely believe that this Course of Study and instructional programs developed from it will equip future adult citizens with interpersonal and technical skills for life-long occupations.

Sincerely,

Ed Richardson
State Superintendent of Education

ER/jm

GORDON PERSONS BUILDING • P.O. BOX 302101 • MONTGOMERY, ALABAMA 36130-2101 • TELEPHONE (334) 242-9700 • FAX (334) 242-9708

Alabama Course of Study: Family and Consumer Sciences

Table of Contents

SUPERINTENDENT'S STATEMENT i

PREFACE v

ACKNOWLEDGMENTS vii

INTRODUCTION 1

CONCEPTUAL FRAMEWORK 3

INSTRUCTION-RELATED ELEMENTS 7

DIRECTIONS FOR INTERPRETING THE MINIMUM REQUIRED CONTENT 10

THE MINIMUM REQUIRED CONTENT

THE MIDDLE/JUNIOR HIGH SCHOOL PROGRAM

Exploring Family Life and Careers 12
Managing Family Life and Technology 18

THE HIGH SCHOOL FAMILY LIFE AND CONSUMER SCIENCES PROGRAM

Family and Consumer Sciences 25
Parenting 33
Food Science 42
Consumer Resource Management 47
Clothing and Fashion Design 57
Family and Child Development 61
Food, Nutrition, and Wellness 69
Housing and Interior Design 75

THE HIGH SCHOOL CAREER PREPARATION PROGRAM

Apparel and Home Interior Services I 82
Apparel and Home Interior Services II 88
Child Care and Elder Services I 95
Child Care and Elder Services II 105
Food Production and Management Services I 115
Food Production and Management Services II 122
Hospitality, Family, and Community Services I 130
Hospitality, Family, and Community Services II 140

Family and Consumer Sciences Cooperative Education I 150
Family and Consumer Sciences Cooperative Education II 153

LEADERSHIP DEVELOPMENT MODULE 156

APPENDICES

A. Diploma Requirements 159
B. Guidelines for Local Time Requirements and Homework 161
C. Sequential Plans 163
D. Career Pathways 166

BIBLIOGRAPHY 168

Preface

The *Alabama Course of Study: Family and Consumer Sciences Education* (Bulletin 1996, No. 17) provides the framework for Family and Consumer Sciences in Alabama's public schools. Minimum requirements for course offerings are expressed in content standards. Content standards are minimum and required (Alabama Code of 16-35-4). They are foundational and essential in nature. Content standards may be expanded at the school or system level to meet the needs of students, the community, and business/industry requirements. The Course of Study is not intended to be used as a curriculum guide. Local philosophies, implementation guidelines, learning experiences, teaching methods, resources, and student evaluations are not contained in the document.

The 1995-96 Family and Consumer Sciences Course of Study Committee extensively used the document *Positioning the Profession for the 21st Century* and curriculum materials from Texas, Wisconsin, Ohio, California, and Kansas in developing the conceptual framework. In addition, committee members attended state and national conferences; read articles in professional journals and other publications; reviewed curriculum documents from other states; listened to and read statements from interested individuals and groups throughout the state; used each member's expertise in the profession; and discussed issues among themselves and colleagues.

Finally, the Committee reached consensus and developed what it believes to be the best possible course of study for the Family and Consumer Sciences program in Alabama.

Acknowledgments

This document was developed by the Family and Consumer Sciences Education sub-committee of the 1995-96 Vocational Education State Courses of Study Committee that is composed of vocational classroom teachers; local school system vocational directors, supervisors, and other administrators; college educators appointed by the State Board of Education; and business and professional persons appointed by the Governor (Ala. Code §16-35-1). The Family and Consumer Sciences Education sub-committee began work in June 1995 and submitted its work to the State Board of Education for consideration in early 1996.

1995-96 VOCATIONAL EDUCATION STATE COURSES OF STUDY COMMITTEE

Thadius W. Morgan, Superintendent, Enterprise City Schools, Chairman

FAMILY AND CONSUMER SCIENCES EDUCATION SUB-COMMITTEE

Martha Gray Berryhill, Jefferson County Schools

Anne Y. Clark, Montgomery County Schools

Victoria Pope Fussell, Partners for Tomorrow, Auburn Extension Service, Brewton

Carla L. Powell Hammonds, Neighbors Who Care, Lowndesboro

Bernice C. Richardson, Ed. D., Alabama A&M University, Normal

Carolyn B. Ricketson, Birmingham City Schools

Ada Ruth Stovall, Retired Assistant Director, Division of Vocational Education Services, Montgomery

Sylvia J. Ward, Mobile County Schools

Anna Higgins Washington, Anniston City Schools

Other members of the 1995-96 Vocational Education State Courses of Study Committee reviewed this document.

Paul Wayne Allen, Decatur City Schools
Stanley G. Aman, Jacksonville State University, Jacksonville
John H. Anderson, Troy State University, Troy
Leroy B. Bain, Escambia County Schools
Jane H. Batey, Oxford City Schools
LaBrenda Joyce Belle, Bessemer City Schools
Brad Burden, Parisian, Inc., Birmingham
Willie James Cheatham, Ed. D., Alabama A&M University, Normal
Nancy L. Compton, Hale County Schools

Alice W. Crenshaw, Mobile County Schools
Robert W. Dean, Alabama Branch AGC, Birmingham
Pamela Joiner Doyle, Southern Accounting Systems, Inc., Muscle Shoals
Susan Burrell Dunn, Birmingham City Schools
Yvonne Liletta Fulmer, Muscle Shoals Nursing and Rehabilitation Facility, Muscle Shoals
James William Gidley, Gadsden City Schools
Steven Edward Graves, Enterprise City Schools
Leah D. Griffies, Shelby County Schools
Larry Jerome Hall, Tuscaloosa County Schools
John H. Heard III., Perry County Schools
Terry L. Huff, Washington County Schools
Tammy Denise Martin, Albertville City Schools
Charles Rex Mayfield, Russellville City Schools
Marion Daniel Mims, Muscle Shoals City Schools
Trellys Ann Morris, Auburn University, Auburn
Wanda R. Mount, Bibb County Schools
Jerry Earl Peacock, Houston County Schools
Billy LaDon Rogers, Marshall County Schools
Teresa E. Salter, Henry County Schools
Gary A. Scott, Huntsville City Schools
Terri Boshell Sellers, Jefferson County Schools
Lynne S. Smith, Anniston City Schools
Steven Franklin Stayton, Colbert County Schools
Jerry Taylor Still, Chambers County Schools
William Elmo Tanner, Jr., Thompson CAT Lift Truck Company, Birmingham
Michael Stephen Tidwell, Young Farmers Division, Alabama Farmers Federation, Montgomery
Cassandra Tingle, Winston County Schools
James D. Tomlinson, Ed. D., Athens State College, Athens
Donald K. Turberville, Limestone County Schools
Rita M. Van Fleet, Ed. D., Mobile County Schools
John R. Whaley, Jacksonville City Schools
David C. Wilkinson, Jefferson County Schools

The Committee extends appreciation to the **Morgan County Board of Education**, the **Jefferson County Board of Education**, and the **Lurleen B. Wallace Community College** for the use of their facilities in June for hosting the Vocational Education State Courses of Study Committee's Public Hearings.

Appreciation is extended also to **Nan J. Teninbaum,** (retired) Home Economics Teacher, Birmingham City Schools and **Joyce C. Yoakum, Ph.D.,** (former) Assistant Professor, Auburn University, who served as content reviewers of the document.

State Department of Education personnel who assisted the sub-committee were:

Nanaline Holt Burgess, Ed. D., Family and Consumer Sciences State Specialist, Family and Consumer Sciences Section, Office of Vocational/Technical Education

Martha Kay Johnson, Family and Consumer Sciences District Specialist, Family and Consumer Sciences Section, Office of Vocational/Technical Education

Steve McAliley, Curriculum Specialist, Curriculum Assistance Section, Classroom Improvement, Division of Instructional Services

State Department of Education personnel who managed the course of study process were:

Joseph B. Morton, Ph. D., Deputy State Superintendent of Education, Division of Instructional Services

Stephen B. Franks, Ed. D., Director, Division of Vocational Education Services

George A. Martin, Ed. D., Director, Office of Vocational/Technical Education

Katherine A. Mitchell, Ph. D., Assistant Director, Classroom Improvement, Division of Instructional Services

Cynthia C. Brown, Coordinator, Curriculum Assistance Section, Classroom Improvement, Division of Instructional Services

Regina D. Stringer, Executive Secretary to the Course of Study Committee, Curriculum Assistance, Classroom Improvement, Division of Instructional Services

James D. Kendrick, Coordinator, Curriculum, Research, and Evaluation Section, Office of Vocational/Technical Education

The document was reviewed, edited, and proofed by **Martha B. Jungwirth**, (retired) Language Arts Specialist, State Department of Education.

Tracey T. Hill, support staff in the Family and Consumer Sciences Section, assisted with the preparation of the document.

Introduction
Family and Consumer Sciences

The Family and Consumer Sciences program in Alabama has continued to change over the years to meet the challenges faced by individuals and families. Formerly known as Home Economics Education, the program has broadened from that of domestic science and explicit homemaking skills to instruction that prepares young people for family life, work life, and careers in family and consumer sciences. Alabama's Family and Consumer Sciences vision statement, mission statement, and goals for the program guided the development of the Alabama Course of Study: Family and Consumer Sciences Education (Bulletin 1996, No. 17).

VISION STATEMENT

Alabama's vision for the Family and Consumer Sciences program is to empower individuals and families across their life span to manage the challenges of living and working in a changing, diverse, global society. The unique focus is on families, work, and their interrelationships.

MISSION STATEMENT

The mission of Alabama's Family and Consumer Sciences program is to prepare students with knowledge and skills for managing personal, family, and work life and for preparing for careers in family and consumer sciences.

PROGRAM GOALS

The Family and Consumer Sciences program:

- *provides students with knowledge and skills necessary to become competent in the work of the home and workplace today and in the future;*
- *prepares students to manage resources and utilize technology for the well-being of the family and society;*
- *prepares students to think creatively and critically in making decisions to improve their quality of life;*
- *teaches students to balance their personal, home, family, and work lives;*
- *prepares students to become responsible citizens and leaders in the family, community, and work settings;*
- *assists students in exploring career opportunities and gaining employability skills;*
- *prepares students for careers in family and consumer sciences; and*
- *prepares students for making the transition from school to career and family to career.*

Family and Consumer Sciences is based on the belief that people, individually and collectively as families, represent our greatest national strength. It is well-known that how individuals live together in families and what they are taught to live by influences, to a large extent, their behavior in society. The responsibilities of the family are many and varied. It is in the family where basic needs are met; where attitudes and communication skills are learned, including those regarding the value of work and the value of the family; where consumer habits are formed; and where the ways of thinking, reasoning, and acting are developed. It is important that individuals are able to make knowledgeable decisions that affect the family. Through the Family and Consumer Sciences program, individuals are informed and are able to make responsible decisions and take the necessary action to improve their quality of life.

Family and Consumer Sciences is the only curriculum that addresses enduring and reoccurring issues faced by individuals and families. The program responds to perceived needs of the family. It assists individuals and family members to fulfill their work responsibilities in the home, workplace, and society and to understand the role the family plays in the development of individuals and society. Work of the family creates the nurturing and managing conditions that promote and sustain family life. The program encompasses knowledge and skills related to nutrition, wellness, and food preparation; family, child development, and parenting; apparel and textiles; housing; consumerism and financial management; career awareness; and occupational specific skill training.

In the 21st century, young people need to be equipped with the knowledge and skills necessary to live in a democratic society and be prepared to participate in a world-class work force. They need to be challenged with rigorous content so that they can survive in a complex and highly technical world. They need to learn how to manage their personal and family life as well as all aspects of work. The Family and Consumer Sciences program in Alabama meets these challenges by empowering individuals, strengthening family life, balancing work and family life, and enhancing communities through service and leadership.

The Conceptual Framework: Alabama's Family and Consumer Sciences

A graphic depiction of the conceptual framework of the Family and Consumer Sciences program in Alabama is presented on page 6. The diagram represents the organizational structure for the Family Life and Consumer Sciences program offered in Grades 7-12 and the Career Preparation program offered in Grades 10-12.

TYPES OF PROGRAMS

The Family Life and Consumer Sciences Program

The Family Life and Consumer Sciences program prepares students with the knowledge and skills necessary to manage individual, family, and work life. Courses beginning at the middle/junior high school level are exploratory in nature. Courses become more specialized at the high school level. Course offerings are leveled by grades and do not require prerequisites. The course length for the middle/junior high school level is flexible to meet the needs of the local school system. High school students may select either year-long courses or specialized semester courses.

In this program, courses may be selected as electives by students who want to acquire knowledge and skills that will help them manage their daily lives or use the information provided in the course offerings as related instruction for their selected occupational preparation programs. Students may also pursue a Family Life and Consumer Sciences career major. This career major prepares students to pursue professional careers in areas of specialization requiring further study at a four-year university or becoming a competent homemaker or wage earner. A student in Grades 9-12 selecting the Family Life and Consumer Sciences career major will be considered a **completer** of the program by completing three or more units of credit.

These courses are included in the program.

Exploring Family Life and Careers - A nine-week, twelve-week, semester, or year-long course for middle/junior high school grades

Managing Family Life and Technology - A semester or year-long course offered at Grades 8 or 9

Family and Consumer Sciences - A year-long course offered in Grades 9-12

Parenting - A year-long or semester course offered at Grades 9-12 that requires students to participate in laboratory/observational experiences with children

Food Science - A year-long course offered at Grades 9-12 that requires scientific knowledge and experimental inquiry to meet content standards

Consumer Resource Management - A year-long or semester course offered at Grades 9-12

Clothing and Fashion Design - A semester course offered in Grades 9-12

Family and Child Development - A semester course offered in Grades 9-12

Food, Nutrition, and Wellness - A semester course offered in Grades 9-12

Housing and Interior Design - A semester course offered in Grades 9-12

The Career Preparation Program

The Career Preparation program prepares students for Family and Consumer Sciences related careers. In this two-year program, students select a career major from one of the four Career Preparation program career majors. The specialized career majors include Apparel and Home Interiors; Child and Elder Care; Culinary Arts and Food Services; and Hospitality, Family, and Community Services. Content is taught in Level I and Level II courses. The Level I course is a prerequisite for the Level II course. Students who complete the two-year program are classified as **completers** of the program. After completing the program, the student may pursue further study in the selected career major at the postsecondary level or enter the work force. Supervised practical experiences are required in both Level I and Level II courses. Through supervised practical experiences, students observe and/or work in a business, industry, or educational environment related to their career major. All supervised experiences are cooperatively planned and coordinated by the family and consumer sciences teacher, student, and business, industry, or agency representative. Knowledge and skills included in the career majors may be learned through cooperative education.

These courses are included in the program.

Apparel and Home Interior Services I - A one-year occupational course offered at Grade 10 or 11

Apparel and Home Interior Services II - A more advanced one-year occupational course offered at Grade 11 or 12. Level I is a prerequisite to Level II.

Child Care and Elder Services I - A one-year occupational course offered at Grade 10 or 11

Child Care and Elder Services II - A more advanced one-year occupational course offered at Grade 11 or 12. Level I is a prerequisite to Level II.

Food Production and Management Services I - A one-year occupational course offered at Grade 10 or 11

Food Production and Management Services II - A more advanced one-year occupational course offered at Grade 11 or 12. Level I is a prerequisite to Level II.

Hospitality, Family, and Community Services I - A one-year occupational course offered at Grade 10 or 11

Hospitality, Family, and Community Services II - A more advanced one-year occupational course offered at Grade 11 or 12. Level I is a prerequisite to Level II.

Family and Consumer Sciences Cooperative Education I - A one-year occupational course offered at Grade 11 or 12 that includes related instruction and on-the-job training experiences in a specific career major

Family and Consumer Sciences Cooperative Education II - A one-year occupational course offered at Grade 12 that provides in-depth related study and on-the-job training components in a specific career major

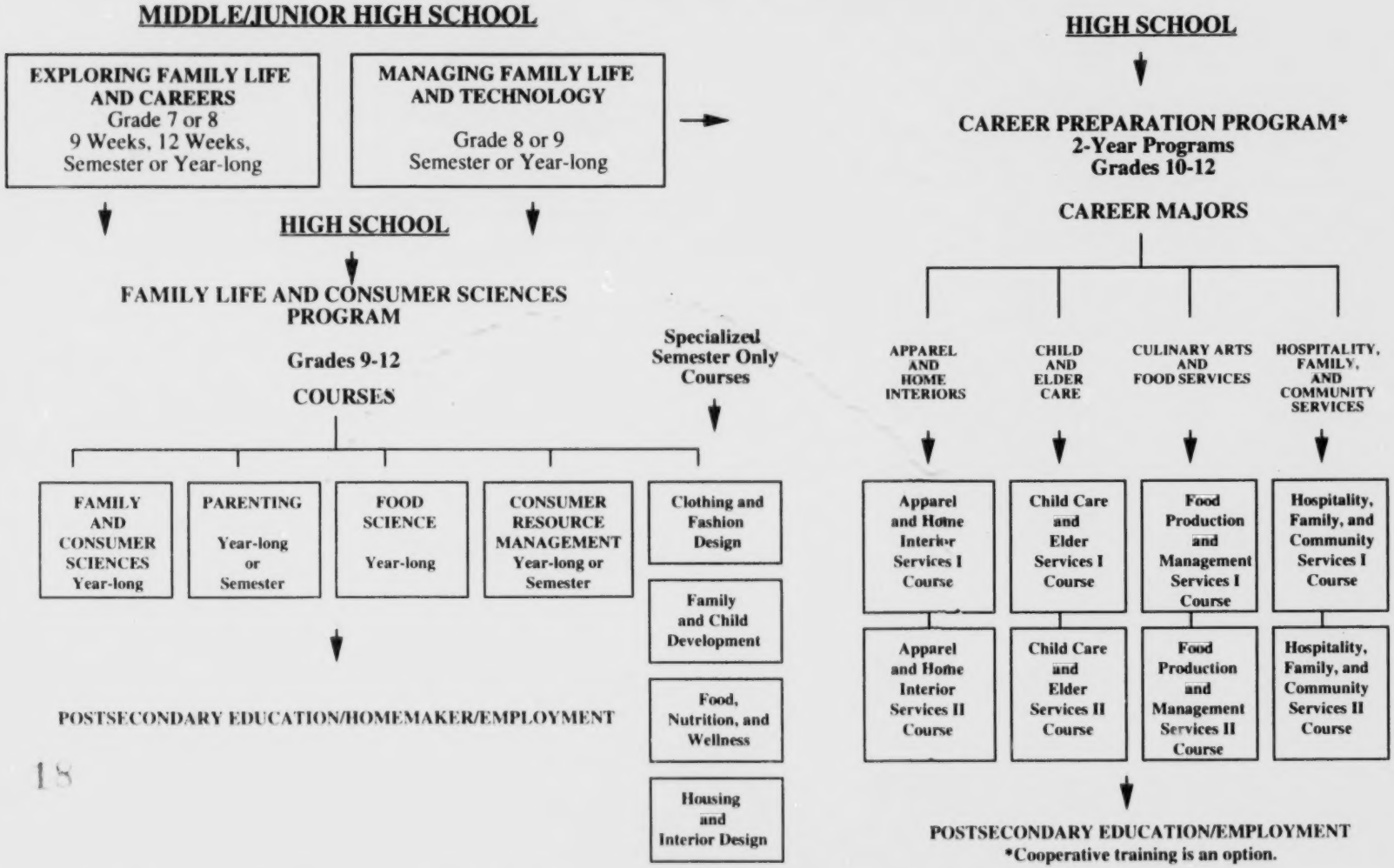
INTEGRATED SKILLS AND PROCESSES

FHA/HERO; academic skills; process skills of decision making, problem solving, and critical thinking; and the skills of maintaining relationships, management, balancing work and family life, employability, citizenship, and leadership are taught as an integral part of each course. Topics included in this document and learning experiences selected by the teacher utilize these skills and processes as means of achieving content standards.

SCHEDULING FLEXIBILITY

This document is designed to give flexibility at the local level for selecting course offerings to meet student instructional needs, community needs, and business and industry requirements.

FAMILY AND CONSUMER SCIENCES


MIDDLE/JUNIOR HIGH SCHOOL
EXPLORING FAMILY LIFE AND CAREERS
Grade 7 or 8
9 Weeks, 12 Weeks,
Semester or Year-long
MANAGING FAMILY LIFE AND TECHNOLOGY
Grade 8 or 9
Semester or Year-long
HIGH SCHOOL
FAMILY LIFE AND CONSUMER SCIENCES PROGRAM
Grades 9-12
COURSES
Specialized Semester Only Courses
FAMILY AND CONSUMER SCIENCES Year-long
PARENTING Year-long or Semester
FOOD SCIENCE Year-long
CONSUMER RESOURCE MANAGEMENT Year-long or Semester
Clothing and Fashion Design
Family and Child Development
Food, Nutrition, and Wellness
Housing and Interior Design
POSTSECONDARY EDUCATION/HOMEMAKER/EMPLOYMENT
HIGH SCHOOL
CAREER PREPARATION PROGRAM*
2-Year Programs
Grades 10-12
CAREER MAJORS
APPAREL AND HOME INTERIORS
CHILD AND ELDER CARE
CULINARY ARTS AND FOOD SERVICES
HOSPITALITY, FAMILY, AND COMMUNITY SERVICES
Apparel and Home Interior Services I Course
Child Care and Elder Services I Course
Food Production and Management Services I Course
Hospitality, Family, and Community Services I Course
Apparel and Home Interior Services II Course
Child Care and Elder Services II Course
Food Production and Management Services II Course
Hospitality, Family, and Community Services II Course
POSTSECONDARY EDUCATION/EMPLOYMENT
*Cooperative training is an option.

FHA/HERO; academic skills; process skills of problem solving and critical thinking; and skills of maintaining relationships, management, balancing work and family life, employability, citizenship, and leadership are integrated into each course offering.

BEST COPY AVAILABLE

Instruction-Related Elements of: Family and Consumer Sciences

CLASSROOM ENVIRONMENT

To promote positive learning experiences in the Family and Consumer Sciences program, it is crucial that the classroom environment exhibits trust, safety, enthusiasm, and conditions essential to learning. The classroom should communicate to students high academic expectations and provide opportunities for them to be responsible and involved. Activities and experiences conducted in the classroom and community should teach knowledge and skills necessary for students to manage the challenges of living and working in today's changing, technological, and global society. As many hands-on experiences as possible should be incorporated into the instructional program. Through these activities, students creatively solve problems, strengthen personal and family life, and prepare for the world of work. Teachers should utilize technology to present instruction, to assist students in completing learning activities, and to manage the department. The program should reflect appropriate use of technologies in the school, workplace, and home.

LABORATORY EMPHASIS

Laboratory experiences are essential to the Family and Consumer Sciences program. They provide students with opportunities to plan, organize, and implement learning activities; apply principles; learn processes; and practice desired skills and behaviors. Productive, experimental, and observational laboratory experiences are incorporated into the instructional program. The school-based laboratories in the Career Preparation program provide experiences for students to acquire the knowledge and skills essential to Family and Consumer Sciences related careers. Laboratories should be equipped with up-to-date tools, equipment, and technology that are used in the home or work settings, as well as adequate in number, to allow students to master content standards. Consumable supplies must be made available for classroom learning activities, laboratory experiences, and demonstration purposes.

CONNECTIONS

To function in today's society, individuals should understand, interpret, apply basic skills, and make reasonable decisions. Through Family and Consumer Sciences, an applied field, academic skills along with process skills, such as decision making, problem solving, and critical thinking, are integrated into classroom instruction. Courses have academic credibility and reinforce basic and academic skills because they are embedded heavily with mathematics, science, social studies, and health and wellness content. Content standards provide opportunities for practical application of this knowledge through real-life situations.

AN INSTRUCTIONAL MODEL

The family is the unique focus of the Family Life and Consumer Sciences program. Throughout the program, the family is the major emphasis. Although there are no prerequisites in the Family Life and Consumer Sciences program, courses build upon issues that individuals and families address in our complex society. The Career Preparation program is based on Family and Consumer Sciences related careers that provide goods and services for individuals and families. The Family and Consumer Sciences curriculum is designed with an integrative approach to the relationships among individuals, families, communities, and the environments in which they function. Consideration is given to cultural diversity and individual differences of students. In this program, academic skills are learned and applied through active participation. FHA/HERO; academic skills; process skills of problem solving and critical thinking; and skills for maintaining relationships, management, balancing work and family life, employability, citizenship, and leadership are integrated into each course offering.

Courses included in this document have been designed using modules to indicate the major concepts included in each course. Topics identified in the modules represent subconcepts. Minimum content standards are listed to indicate what the students should know and be able to do after completing the course. Modules included in the courses may be taught by the traditional method of classroom lecture, labs, and other teaching strategies or by modular instruction, where the student uses technology and functions as the primary person responsible for carrying out his or her own learning experiences.

FUTURE HOMEMAKERS OF AMERICA

Future Homemakers of America is the vocational student organization for Family and Consumer Sciences. The mission of the organization is to promote personal growth and leadership development through Family and Consumer Sciences. Members focus on the multiple roles of family members, wage earners, and community leaders and develop skills for life in the areas of character development, creative and critical thinking, interpersonal communication, practical knowledge, and vocational preparation. There are two types of chapters included in the association's structure. FHA Chapters are integrated into the Family Life and Consumer Sciences program, and HERO Chapters are incorporated in the Career Preparation program.

FHA provides a unique instructional system for attaining the content standards identified in this document. It is an integral part of the program's curriculum. FHA/HERO at the local level is affiliated with the state and national associations and is supported by membership dues and fund-raising efforts. Any student currently or previously enrolled in a Family and Consumer Sciences course is eligible for membership.

Leadership development is also integrated into all courses. Since students may schedule only one course and enter the program at any time, specific leadership development content standards are not identified for each course. The teacher/adviser selects the content standards and the individual or group projects that are related to the content being taught in each course offering. Leadership Development and FHA/HERO content standards are included in this document on page 156.

SAFETY AND SANITATION

In the Family and Consumer Sciences program, learning by doing is essential. It is imperative that instruction in safety and sanitation be taught in the program. Content standards on safety and sanitation are included throughout this document. It is also important that facilities and equipment meet local, state, and federal safety and sanitation regulations.

BUSINESS AND INDUSTRY PARTNERSHIPS

With the emphasis in education on providing students with experiences to make smooth transitions from school to career, shadowing; mentoring; work-based learning; or supervised experiences are incorporated in each course to provide students with real-work perspectives as they identify or pursue a career path. Teachers are encouraged to develop partnerships with the business and industry community. Through these partnerships, curriculum needs are determined; and community support for the program is provided. By utilizing advisory councils, business and industry partnerships are developed. Advisory council members may assist with the recruitment and placement of students, acquisition of equipment, financial and physical support for the program, assessment, and designing a state-of-the-art curriculum.

ASSESSMENT

Classroom assessments that are varied contribute to the quality of learning. Content standards included in this document are rigorous and require higher levels of thinking. It is important to know if students can use the knowledge and skills learned in the classroom. Assessment instruments should reflect more than just asking students to recall information. Students should engage in activities, experiences, and assessments that deal with applying, synthesizing, and evaluating knowledge and skills. Essay tests, performance assessments, and portfolios are examples of such assessments.

QUALITY PROGRAMS

Many factors influence the quality of a Family and Consumer Sciences program. The essential elements for a quality program are: a certified teacher; a well-designed curriculum; instruction that utilizes a variety of teaching techniques, instructional resources, and technology; a standardized facility; an active advisory committee; and an FHA/HERO Chapter that is an integral part of the program. In a quality program, the teacher keeps abreast of research and trends. The instructional program meets local needs and upholds the integrity of the profession.

Directions for Interpreting the Minimal Required Content

1. **CONTENT STANDARDS** are statements of what students should know and be able to do. In this document, the minimum required content as prescribed by the Alabama State Board of Education (Ala. Code § 16-35-3) is listed as content standards. The order in which content standards are listed is not intended to convey a sequential order for grade-level instruction. A content standard may describe a concept or skill that will be addressed throughout the school year.

2. Content standards describe what students should know and be able to do at the conclusion of a course. Each content standard contains a **STEM** that completes the phrase, "Students will...." The stem describes what students are expected to do by the end of a course.

> Students will:
>
> *Describe the impact of technology on decisions related to meal planning, diet selection, and food analysis.*
>
> (Food, Nutrition, and Wellness - Content Standard 2)

3. Additional minimum required content may be listed under a content standard and denoted by a hyphen. The **ADDITIONAL CONTENT** provides further specificity for the content standard.

> Students will:
>
> *Describe the impact of technology on family life.*
>
> - *Entertainment*
> - *Communication*
> - *Work of the family*
> - *Security*
>
> (Managing Family Life and Technology - Content Standard 18)

4. **EXAMPLES** help clarify the content standard. They are illustrative but not exhaustive. Teachers may add to or substitute examples when planning instruction.

> Students will:
>
> *Practice skills needed for success in school.*
>
> *Examples: study habits, time management, cooperation, leadership*
>
> (Exploring Family Life and Careers - Content Standard 14)

FAMILY AND CONSUMER SCIENCES

MIDDLE/JUNIOR HIGH SCHOOL

EXPLORING FAMILY LIFE AND CAREERS	MANAGING FAMILY LIFE AND TECHNOLOGY
Grade 7 or 8 9 Weeks, 12 Weeks, Semester or Year-long	Grade 8 or 9 Semester or Year-long

FHA/HERO; academic skills; process skills of problem solving and critical thinking; and skills of maintaining relationships, management, balancing work and family life, employability, citizenship, and leadership are integrated into each course offering.

EXPLORING FAMILY LIFE AND CAREERS

Grade Seven or Eight

The Family and Consumer Sciences Education program begins at the middle/junior high school level with Exploring Family Life and Careers. This course is exploratory in nature with emphasis on understanding the family and exploring careers. Course content offers students opportunities to explore the concepts of family, personal development, resource management (including the areas of clothing, foods, and housing), and career awareness. Hands-on activities and experiences conducted in the classroom and laboratories are important components of classroom instruction. Leadership development concepts and Future Homemakers of America as an instructional system are taught as an integral part of this course. The course may be taught at Grade 7 or 8 for nine weeks, twelve weeks, a semester, or year-long. Depending on the length of the course, the following modules are taught:

Course Length	Family Module	Enhancing Personal Development Module	Family Resource Management Module	Career Awareness Module	Leadership Development Module
9 Weeks	X	X	Only Foods Topic	X	X
12 Weeks	X	X	Only Clothing and Foods Topics	X	X
Semester	X	X	X	X	X
Year-long	Expanded	Expanded	Expanded	Expanded	X

MODULE: FAMILY

TOPICS	CONTENT STANDARDS
	Students will:
Family Functions	1. Define family.
	2. Identify the functions of the family.
Strong Families	3. Recognize characteristics of healthy families.
	4. Identify skills that strengthen the family and the individual.

EXPLORING FAMILY LIFE AND CAREERS

MODULE: FAMILY

TOPICS	CONTENT STANDARDS
	Students will:
Family Relationships	5. Identify guidelines for building family relationships. Examples: listening, communicating, sharing
Family Life Cycle	6. Identify the stages in the family life cycle.
Careers	7. Identify career options in family life and child development.

EXPLORING FAMILY LIFE AND CAREERS

MODULE: ENHANCING PERSONAL DEVELOPMENT

TOPICS	CONTENT STANDARDS
	Students will:
Personal Development	8. Define personal development.
	9. Describe how heredity and environment influence the development of personality.
	10. Become aware of the relationship between personal image and self-esteem.
	11. Recognize basic human needs.
	12. Identify characteristics that lead to positive personal development.
Responsibility	13. Accept responsibility for one's own behavior.
	14. Practice skills needed for success in school.
	Examples: study habits, time management, cooperation, leadership
Communication	15. Use appropriate communication skills.
	16. Understand how communication is used to avoid/resolve conflict.
Relationships	17. Recognize the importance of selecting and keeping friends.

EXPLORING FAMILY LIFE AND CAREERS

MODULE: FAMILY RESOURCE MANAGEMENT

TOPICS	CONTENT STANDARDS
	Students will:
Resource Management	18. Demonstrate skill in making decisions and solving problems.
	19. Identify human and non-human resources.
	20. Identify informational sources on resource management.
	21. Determine ways to conserve time, energy, and money.
	22. Identify career options in consumer services and resource management.
Clothing	23. Identify factors that influence one's personal appearance.
	24. Identify factors affecting teen clothing choices.
	25. Distinguish between clothing wants and clothing needs of an individual.
	26. Identify fad and fashion trends in clothing.
	27. Evaluate construction, style, and price of ready-made clothing.
	28. Explain information provided on clothing care labels.
	29. Demonstrate skills in using sewing techniques and equipment.
	30. Describe proper care and storage of clothing.
	31. Identify career options in clothing.

EXPLORING FAMILY LIFE AND CAREERS

MODULE: FAMILY RESOURCE MANAGEMENT

TOPICS	CONTENT STANDARDS
	Students will:
Foods	32. Determine the effect of food on health and appearance.
	33. Recognize factors affecting teen food choices.
	34. Classify foods according to the Food Guide Pyramid and identify serving size and required servings for teenagers.
	35. Determine the nutritive value and costs of snacks and fast foods.
	36. Select nutritious snacks and meals.
	37. Plan and prepare nutritious snacks and quick meals.
	38. Demonstrate basic table setting rules.
	39. Identify acceptable and unacceptable manners.
	40. Become aware of types of eating disorders.
	41. Identify career options in nutrition and foods.
Housing	42. Recognize the importance of housing to the family.
	43. Describe how living space meets the wants and needs of individuals and families.
	44. Explain the responsibilities of family members when sharing living space.
	45. Describe how to care for personal living space.
	46. Identify career options in housing.

EXPLORING FAMILY LIFE AND CAREERS

MODULE: CAREER AWARENESS

TOPICS	CONTENT STANDARDS
	Students will:
Work	47. Explain why people work.
	48. Interpret trends in the world of work that impact career choice.
Interests and Abilities	49. Determine personal interests and abilities as related to career choices and career planning.
Employability	50. Explain the relationship of academic skills to success in any career.
	51. Identify factors that lead to success on the job. - Attitude - Punctuality - Personal appearance - Relationships
	52. Identify careers included in career clusters.
	53. Assess employability potential for selected career option.

MANAGING FAMILY LIFE AND TECHNOLOGY

Grade Eight or Nine

Managing Family Life and Technology is a semester or year-long course designed for Grade 8 or 9. The concepts of managing personal and family relationships, consumer decisions, housing, clothing, nutrition and food, and technology are taught in the course. The modules of Managing Self, Managing Clothing, and Managing Nutrition and Food are taught in the semester course. The year-long course includes all of the modules as listed in this document. Leadership development concepts and Future Homemakers of America as an instructional system are taught as an integral part of the course.

The classroom and laboratory should be used to provide students with as many hands-on activities and experiences as possible. The course may be taught by the traditional method of classroom lecture, labs, and other teaching strategies or by modular instruction, where the student utilizes technology and functions as the primary person responsible for carrying out his or her own learning experiences.

MODULE: MANAGING SELF

TOPICS	CONTENT STANDARDS
	Students will:
Personal Development	1. Describe living and earning skills and personal characteristics needed for success in today's society. Examples: teamwork, work ethic, cooperation, honesty, fairness
Using Resources	2. Exhibit skill in using resources to manage time and money. 3. Utilize the decision-making process in managing personal resources.
Technology	4. Describe how technology influences an individual's life.
Change	5. Identify ways of managing change.

MODULE: MANAGING RELATIONSHIPS

TOPICS	CONTENT STANDARDS
	Students will:
Enjoying Family Life	6. Describe how participation in family activities promotes family bonding and memories.
	7. Understand the importance of family life.
	8. Recognize factors affecting the quality of family life.
Making and Keeping Friends	9. Explain the importance of making and maintaining friendships.
	10. Identify ways friends influence relationships.
	11. Describe ways to handle peer pressure.
Caring for Children	12. Identify the stages of child development.
	13. Explain the benefits of babysitting.
	14. Identify characteristics of a responsible babysitter.
	15. Demonstrate skills of a responsible babysitter.
	16. Apply basic first aid skills.
	17. Describe ways of guiding children's behavior.
Technology	18. Describe the impact of technology on family life. - Entertainment - Communication - Work of the family - Security
Careers	19. Identify career options in working with people.
	20. Determine personal qualities and educational requirements for careers in working with people.

MANAGING FAMILY LIFE AND TECHNOLOGY

MODULE: MANAGING CONSUMER DECISIONS

TOPICS	CONTENT STANDARDS
	Students will:
Buying Decisions	21. Recognize factors influencing buying decisions. Examples: advertising, season, budget, credit, cost, packaging
Developing Basic Shopping Skills	22. Select stores to meet consumer needs. Examples: grocery store, convenience store, hardware store, department store, outlet store
	23. Compare price and quality of goods and services in making consumer decisions.
	24. Analyze consumer information contained on labels, warranties, and guarantees when shopping for consumer goods and services.
Becoming a Responsible Consumer	25. Recognize consumer rights and responsibilities.
	26. Demonstrate how to obtain refunds and make exchanges.
Technology	27. Recognize the role technology plays in financial management.
	28. Describe how technology impacts consumer decisions. - Remote-control home shopping - Financial management software - Electronic banking
Careers	29. Identify career options in consumer services and resource management.
	30. Determine personal qualities and educational requirements needed in consumer services and resource management careers.

MANAGING FAMILY LIFE AND TECHNOLOGY

MODULE: MANAGING HOUSING

TOPICS	CONTENT STANDARDS
	Students will:
Managing Living Space	31. Understand the need for housing.
	32. Organize and design living space in a home.
	33. Maintain and protect living space in a home.
	34. Describe expenses involved in managing a home.
	35. Follow home safety rules.
Technology	36. Describe the impact of technology on housing. - Design of housing - Automation in the home - Appliances/equipment - Furnishings - Security
Careers	37. Identify career options in housing and interior design.
	38. Determine personal qualities and educational requirements needed for careers in housing and interior design.

MANAGING FAMILY LIFE AND TECHNOLOGY

MODULE: MANAGING CLOTHING

TOPICS	CONTENT STANDARDS
	Students will:
Grooming and Appearance	39. Practice grooming habits that lead to a healthy appearance. Examples: hair care, skin care, nail care, makeup
Selecting and Caring for Clothing	40. Explain the need for clothing. Examples: psychological, physical
	41. Describe how style, fashion, and fads influence clothing selection.
	42. Assess clothing decisions based on need and budget.
	43. Demonstrate how to care for and store clothing.
Sewing Skills	44. Select appropriate pattern, fabric, and notions for sewing project.
	45. Use sewing equipment safely.
	46. Demonstrate basic sewing skills.
Technology	47. Describe how technology influences the clothing, textiles, and fashion industries. -Cost -Manufacturing fibers/fabrics -Care
Careers	48. Identify career options in clothing and fashion design.
	49. Determine personal qualities and educational requirements for careers in clothing and fashion design.

MODULE: MANAGING NUTRITION AND FOOD

TOPICS	CONTENT STANDARDS
	Students will:
Maintaining Health and Wellness	50. Recognize how dietary guidelines, weight, exercise, and rest influence health and wellness.
	51. Calculate serving size and number of servings needed daily from the Food Guide Pyramid.
Developing Basic Food Preparation Skills	52. Interpret terms and follow recipe directions in food preparation.
	53. Measure ingredients correctly in preparing food.
	54. Demonstrate the use and care of food preparation tools and equipment.
	55. Plan nutritious menus.
	56. Purchase food using consumer guidelines.
	57. Identify principles of proper food storage.
	58. Practice kitchen safety, food safety, and sanitation in preparing, serving, and storing food.
	59. Demonstrate basic scientific food preparation skills.
	60. Set the table according to acceptable guidelines.
	61. Practice proper manners.
Technology	62. Explain the impact of technology on the food industry and the field of nutrition.
Careers	63. Identify career options in nutrition and foods.
	64. Demonstrate personal qualities and educational requirements needed for careers in nutrition and foods.

FAMILY AND CONSUMER SCIENCES

HIGH SCHOOL

FAMILY LIFE AND CONSUMER SCIENCES PROGRAM
Grades 9-12

COURSES

Specialized Semester Only Courses

- **FAMILY AND CONSUMER SCIENCES** — Year-long
- **PARENTING** — Year-long or Semester
- **FOOD SCIENCE** — Year-long
- **CONSUMER RESOURCE MANAGEMENT** — Year-long or Semester
- **Clothing and Fashion Design**
- **Family and Child Development**
- **Food, Nutrition, and Wellness**
- **Housing and Interior Design**

POSTSECONDARY EDUCATION/HOMEMAKER/EMPLOYMENT

FHA/HERO; academic skills; process skills of problem solving and critical thinking; and skills of maintaining relationships, management, balancing work and family life, employability, citizenship, and leadership are integrated into each course offering.

FAMILY AND CONSUMER SCIENCES

Grades Nine - Twelve

Family and Consumer Sciences is a year-long course designed for high school students. The course focuses on preparing the student to establish and maintain a satisfying home and family life and work life. This is the core course for the Family Life and Consumer Sciences program. The concepts of the family, work of the family, consumer economics, work outside the home, and balancing work and family life are included in the course.

Laboratory experiences are essential in developing real-life skills in managing the work of the family. The work of the family involves skills of nurturing the growth of individuals and families and managing family life in the areas of family living and parenting, nutrition and foods, housing, clothing, and resource management. Leadership development concepts and Future Homemakers of America as an instructional system are taught as an integral part of the course.

MODULE: THE FAMILY

TOPICS	CONTENT STANDARDS
	Students will:
Family	1. Describe the types of families.
	2. Understand the functions of the family.
	3. Describe stages of the family life cycle.
	4. Recognize qualities that contribute to strong families.
	5. Discuss the importance of traditions to family life.
Issues Facing the Family	6. Recognize issues in today's society that influence family life. - Social - Economical - Technological

MODULE: WORK OF THE FAMILY

TOPICS	CONTENT STANDARDS
	Students will:
Family Living	7. Understand responsibilities of family members in completing work of the family.
	8. Recognize the importance of setting family goals.
	9. Promote individual and family health.
	10. Identify crisis situations that may affect the family.
Food, Nutrition, and Wellness	11. Understand how family food choices are influenced by culture, traditions, socio-economic factors, and technology.
	12. Explain the relationship of nutrition to health and wellness throughout the life cycle.
	13. Describe the functions of nutrients in the body.
	14. Select foods that are good sources of carbohydrates, proteins, fats, vitamins, minerals, and water.
	15. Plan nutritious meals for families. - Food Guide Pyramid - Dietary Guidelines for Americans - Percent Daily Values - Special Dietary Needs
	16. Make wise consumer decisions in selecting and purchasing food for the family. Examples: for the home; away from home
	17. Use safe and sanitary practices in food preparation.
	18. Prepare nutritious meals for families.
	19. Understand and apply scientific principles of food preparation.
	20. Plan work areas in the kitchen to save time and energy in food preparation.

MODULE: WORK OF THE FAMILY

TOPICS	CONTENT STANDARDS
	Students will:
Food, Nutrition, and Wellness (continued)	21. Use the principles of table setting and meal service for various occasions.
	22. Exhibit socially-accepted mealtime etiquette.
	23. Recognize the consequences of eating disorders.
	24. Describe how an individual can maintain desirable weight.
Housing	25. Recognize how housing influences the physical, psychological, and social well-being of families.
	26. Compare housing options available to individuals and families.
	27. Compare renting and owning housing. Examples: single-family dwelling, multi-family dwelling
	28. Read a floor plan.
	29. Analyze living space and furniture arrangement requirements to meet housing needs.
	30. Utilize elements and principles of design in planning home interiors.
	31. Compare home furnishings and equipment for durability, cost, design, suitability of purpose, and energy use.
	32. Select furnishings and equipment for the home.
	33. Maintain and protect furnishings, equipment, and living space.
	34. Recognize safety hazards common in homes.
	35. Practice energy conservation measures in the home.

FAMILY AND CONSUMER SCIENCES

MODULE: WORK OF THE FAMILY

TOPICS	CONTENT STANDARDS
	Students will:
Housing (continued)	36. Recognize the impact of technology on living space, equipment, furnishings, and their maintenance.
Clothing	37. Recognize clothing needs at various stages in the life cycle.
	38. Analyze cultural, social, and psychological factors that influence acquisition and use of clothing.
	39. Recognize laws on labeling and their impact on the purchasing of family clothing.
	40. Select appropriate clothing. Examples: size, season, age, personality, occasion
	41. Identify signs of individuality and conformity expressed in fashion choices.
	42. Practice appropriate care techniques of various types of garments.
	43. Apply the elements and principles of design in the selection and construction of clothing.
	44. Demonstrate basic sewing techniques.
	45. Demonstrate simple clothing repairs and alterations.
Parenting	46. Describe parenting skills needed to care for children.
	47. Describe guidance techniques for young children.
	48. Identify characteristics of growth and development of children.
	49. Explain how parents meet the child's physical, mental, emotional, and social needs.
	50. Describe the interdependence of parents and children throughout the life cycle.

FAMILY AND CONSUMER SCIENCES

MODULE: CONSUMER ECONOMICS

TOPICS	CONTENT STANDARDS
	Students will:
Consumer Behavior	51. Recognize characteristics of a wise consumer.
	52. Make wise consumer decisions. - Family budget - Credit use - Comparative shopping - Insurance - Investments - Retirement - Savings
Consumer Rights and Responsibilities	53. Describe the rights and responsibilities of consumers.
	54. Describe how to make a consumer complaint/compliment.
	55. Identify sources of consumer information.

MODULE: WORK OUTSIDE THE HOME

TOPICS	CONTENT STANDARDS
	Students will:
Work	56. Understand reasons for people to work.
	57. Recognize the impact of individual career choice on the family.
	58. Identify factors that affect work relationships.
Interrelationship of Work and Family Life	59. Explain how work affects individual and family status in the community.
	60. Select methods of promoting financial security for the family.
	Examples: career choice, education, consumer decisions, resource management, insurance, training for a better job
Workplace Issues Impacting the Family	61. Describe how the demands of the job impact on the family.
	Examples: travel, work schedule, professional development, working conditions, interpersonal relationships, economics, technology
	62. Explain how compensation and fringe benefits of the job impact on the family.
	63. Describe ways to meet the demands of the job as well as the needs of the family.

FAMILY AND CONSUMER SCIENCES

MODULE: WORK OUTSIDE THE HOME

TOPICS	CONTENT STANDARDS
	Students will:
Family Issues Impacting the Workplace	64. Describe how the demands of the family impact on the workplace. Examples: caring for family members, personal and family health, economic factors, absenteeism
	65. Describe the impact of work of the family on job performance.
	66. Evaluate household task standards that impact on family life.
	67. Describe how individual and family participation in charitable, civic, and other community events impact on family and work.
Working Parent Issues	68. Recognize the importance of resource management in meeting family needs.
	69. Evaluate the types of child care services and agencies available to working parents.
	70. Provide nutritious food for children.
	71. Plan child care for sick or injured children who can not go to school or regular daycare.
	72. Select children's clothing for easy care.
	73. Plan for educational experiences of children.
	74. Plan activities to spend quality time with children.

MODULE: BALANCING WORK AND FAMILY

TOPICS	CONTENT STANDARDS
	Students will:
Communication	75. Utilize communication strategies for avoiding/resolving conflicts.
Organization	76. Organize work in the home and workplace for achieving time and energy efficiency.
Teamwork	77. Explain how teamwork contributes to success in the home and workplace.
Support Systems	78. Describe the role family members, neighbors, and friends play in balancing work and family life.
	79. Recognize community and government services that offer assistance to families and workers who need help in balancing work and family life.
Technology	80. Utilize technology to balance work and family life.

PARENTING

Grades Nine - Twelve

Providing a healthy environment for children and parents in today's society requires more skill because of the complex lives we lead. This course developed for high school students focuses on the knowledge and skills needed for becoming effective parents. The concepts of parenting readiness; parenting newborns, infants, toddlers, preschoolers, and the school-age child; protecting children; parenting challenges; and choosing a career related to children are included in the course. Leadership development concepts and Future Homemakers of America as an instructional system are taught as an integral part of the course.

This course may be offered as a year-long course or a semester course. In the year-long course, all modules must be taught and expanded. Laboratory experiences are required to prepare students with the knowledge and skills needed to become effective parents. In these experiences, students will observe and interact with children at different stages of development. Content standards identified with an (*) asterisk are taught in the semester course. Observational experiences with children at various stages of development are required in the semester course.

MODULE: PARENTING READINESS

TOPICS	CONTENT STANDARDS
	Students will:
Parental Readiness	*1. Recognize the social, emotional, and economic factors that influence readiness for parenting.
Rewards and Responsibilities	*2. Understand the rewards and responsibilities of parenthood.
	*3. Describe how parenting responsibilities change with the stages of a child's life.
Child Growth and Development	*4. Develop an awareness of factors that influence growth and development.
	5. Identify major child development theories that impact on knowledge of child growth and development.
Parenting	*6. Describe characteristics of effective parenting.
	*7. Identify factors that contribute to the personal development of children.
	*8. Recognize factors that affect the parent-child relationship.

MODULE: PARENTING READINESS

TOPICS	CONTENT STANDARDS
Parenting (continued)	Students will: *9. Communicate positively with children. *10. Discuss effective methods for encouraging appropriate behavior in children. *11. Identify quality child care environments.

MODULE: PARENTING NEWBORNS

TOPICS	CONTENT STANDARDS
	Students will:
Prenatal Development	12. Explain the influences of genetics and environment on prenatal development.
	*13. Describe the importance of prenatal care for mother and baby.
	*14. Describe the stages of pregnancy and the development of the unborn at each stage.
Birth Process	*15. Identify the stages of labor and delivery.
	16. Recognize procedures for assessing the newborn's health status.
Newborn Care	*17. Describe the physical and emotional care needed by the newborn.
	*18. Understand the importance and methods of bonding between the newborn and parents.
	*19. Identify essential equipment, clothing, and physical care items needed by the newborn.
Adjustments	*20. Identify adjustments necessary in the family due to the birth of a newborn. - Work/personal schedule - Finances

MODULE: PARENTING INFANTS

TOPICS	CONTENT STANDARDS
	Students will:
Physical Development	*21. Explain the stages of physical development during the first year.
Social And Emotional Development	*22. Recognize the importance of nurturing to the infant's development.
	23. Understand factors that influence an infant's personality.
Intellectual Development	*24. Describe the stages of intellectual development of infants.
	*25. Explain how language develops in infancy.
	26. Provide a stimulating intellectual environment for infants.
Physical Care	*27. Identify nutritional needs of infants.
	*28. Demonstrate physical care needed by infants.
	*29. Select safe and appropriate toys for infants.
	*30. Describe ways of ensuring a baby's safety.

MODULE: PARENTING TODDLERS

TOPICS	CONTENT STANDARDS
	Students will:
Physical Development	*31. Describe the stages of physical development for the toddler.
Social And Emotional Development	*32. Describe the changing emotional patterns of the toddler.
	*33. Describe how toddlers develop socially.
	*34. Recognize the importance of play for the toddler.
Intellectual Development	*35. Describe the characteristics of intellectual development from ages one to three.
	*36. Explain the development of speech in toddlers from ages one to three.
Physical Care	*37. Identify physical care needs of toddlers.
	*38. Select food and clothing appropriate for the toddler.
Guidance	*39. Describe the process of toilet training of the toddler.
	*40. Identify age-appropriate self-help skills for the toddler.
	41. Describe how to "baby-proof" a home for a toddler.
	*42. Select safe toys and activities for toddlers.
	*43. Recognize guidance techniques appropriate for the toddler.

MODULE: PARENTING PRESCHOOLERS

TOPICS	CONTENT STANDARDS
	Students will:
Physical Development	*44. Describe changes in the physical development for the child from ages four to six.
Social And Emotional Development	*45. Understand how feelings and emotions change for children from ages four to six.
	*46. Describe the importance of friends and play to the preschooler.
Intellectual Development	*47. Describe the characteristics of intellectual development in preschoolers.
	*48. Identify ways of encouraging intellectual development in preschoolers.
	*49. Describe the development of language in the preschool period.
Self-Help Skills	*50. Identify self-help skills that should be mastered by preschoolers.
Health and Safety Practices	*51. Identify safeguards needed to ensure a preschooler's safety.
	*52. Prepare nutritious meals and snacks for the preschooler.
Guidance	*53. Recognize guidance techniques appropriate for the preschooler.

MODULE: PARENTING THE SCHOOL-AGE CHILD

TOPICS	CONTENT STANDARDS
	Students will:
Physical Development	*54. Describe the physical development during middle childhood.
Social And Emotional Development	*55. Describe how group activities benefit the social and emotional development of the school-age child.
Intellectual Development	*56. Describe the stages of intellectual development of school-age children.
	*57. Discuss ways that parents can assist the school in developing the intellectual capabilities of children.
	*58. Describe how parents can assist the child in making the transition from home to school.
Guidance	*59. Identify safety rules that ensure the child's well-being.
	*60. Explain the role of parental guidance in forming healthy attitudes and relationships in school-age children.

MODULE: PARENTING CHALLENGES

TOPICS	CONTENT STANDARDS
	Students will:
Health and Nutrition	*61. Describe ways to protect children from disease and illness.
	Examples: immunization, health checkup, sanitation
	62. Identify common childhood diseases, symptoms, and methods of prevention.
	63. Discuss special care of children when ill with typical childhood diseases.
	*64. Explain the importance of nutritious food for children.
Safety	*65. Describe safety guidelines to follow to protect children from harm.
	66. Identify childhood emergency situations and appropriate responses for these situations.
Social Trends	*67. Describe ways to manage the multiple roles of parents in a dual career family.
Education	*68. Identify the role parents play in the education of their children.
	69. Recognize the influence of technology on the education of children.
Children with Exceptionalities	*70. Describe characteristics of children with exceptionalities.
	71. Explain how parents and other caregivers can assist and encourage children with exceptionalities.
	*72. Identify agencies and resources that are available to assist parents of children with exceptionalities.

PARENTING

MODULE: CHOOSING A CAREER RELATED TO CHILDREN

TOPICS	CONTENT STANDARDS
	Students will:
Personal Interest and Aptitudes	73. Assess personal interests and aptitudes in relation to future career decisions.
Types of Careers	*74. Identify the various types of child care careers. Examples: full-time homemaker, child care center worker, home daycare worker
	75. Identify job skills and education requirements needed for a career in child care.
Career Preparation	76. Explain the importance of education and experience in finding and progressing in a job.
	77. Describe how to find and secure employment.

FOOD SCIENCE

Grades Nine - Twelve

Food Science is a year-long course designed to provide an in-depth study of the science of food. The course is heavily embedded with scientific concepts that require the use of experimental methods to study food and nutrition. Sensory evaluation of food, materials, and equipment used to study food science, information on how energy change occurs in food, and characteristics of acids and bases in relation to food preparation and preservation are concepts taught in the course. Leadership development concepts and Future Homemakers of America as an instructional system are taught as an integral part of the course.

Experimental labs are a major component of the course. Family and Consumer Sciences teachers are encouraged to work cooperatively with a science teacher in planning activities, selecting equipment and supplies, and conducting experiments.

MODULE: FOOD SCIENCE

TOPICS	CONTENT STANDARDS
	Students will:
Overview	1. Understand the relationship between food science and nutrition.
	2. Recognize the purpose of the Dietary Guidelines for Americans, Food Guide Pyramid, and Percent Daily Values.
Careers	3. Identify career options and educational training requirements for nutrition and foods careers.
Laboratory Experiments	4. Identify safety guidelines to be used in the food science laboratory.
	5. Use scientific equipment, apparatus, and technologies safely and efficiently in conducting food science experiments.
	6. Apply scientific procedures in formulating, conducting, observing, recording, and analyzing a scientific experiment.
Sensory Evaluation	7. Define sensory evaluation.
	8. Describe the sensory characteristics of food.
	9. Evaluate foods using the sensory evaluation process.

FOOD SCIENCE

MODULE: NUTRITION AND BIOLOGY

TOPICS	CONTENT STANDARDS
Nutrients	Students will: 10. Identify the six main nutrients and their sources. 11. Understand the importance of good eating habits. 12. Recognize the use of the Dietary Guidelines for Americans in selecting nutritious food. 13. Describe the structure of water. 14. Identify the functions of water in the body. 15. Describe phase changes in water. 16. Explain the functions of water in food preparation. 17. Explain how carbohydrates are produced. 18. Explain the function of carbohydrates in the body. 19. Compare and contrast monosaccharides and disaccharides. 20. Explain regulations of glucose levels in the blood. 21. Explain the process of caramelization. 22. Demonstrate the process of crystallization. 23. Explain the process of gelatinization. 24. Describe how to cook using starch. 25. Explain the importance of fiber in the diet. 26. Identify properties and compositions of lipids. 27. Determine the functions of fat in food preparation. 28. Describe the effect of fat intake on the heart and circulatory system.

FOOD SCIENCE

MODULE: NUTRITION AND BIOLOGY

TOPICS	CONTENT STANDARDS
	Students will:
Nutrients (continued)	29. Identify the structure of protein.
	30. Explain the use of protein in food preparation.
	31. Describe functions and sources of vitamins and minerals and the way foods are cooked to preserve these nutrients.
Biology	32. Describe the body's digestive process.
	33. Describe the process of metabolism.
	34. Distinguish between helpful and harmful bacteria.
	35. Identify ways to prevent food poisoning.

FOOD SCIENCE

MODULE: BASIC SCIENCE

TOPICS	CONTENT STANDARDS
	Students will:
Physical Science	36. Identify categories of matter.
	37. Explain the general concept of atoms.
	38. Identify the forms of energy.
Chemical Science	39. Describe how chemical information is recorded.
	40. Understand chemical bonding.
	41. Distinguish between physical and chemical changes in matter.
	42. Recognize factors controlling rates of chemical reactions.
	43. Describe the physical effects of heat, chemical, and mechanical energies on matter.
	44. Analyze the properties of acids, bases, and salts.
	45. Explain the importance of pH factor in digestion and blood.
	46. Describe the importance of pH factor in food preparation.

FOOD SCIENCE

MODULE: SCIENCE OF FOOD PREPARATION AND PRESERVATION

TOPICS	CONTENT STANDARDS
	Students will:
Enzymes	47. Identify factors affecting enzyme activity.
	Examples: temperature, pH, water
	48. Describe reactions of enzymes in food preparation.
Solutions, Colloidal Dispersions, and Emulsions	49. Explain solutions as to concentration and types.
	50. Identify properties of colloidal dispersions.
	51. Describe the formation of emulsions.
	52. Identify various types of food emulsions.
	53. Discuss the function of solutions, colloidal dispersions, and emulsions in food preparation.
Leavening Agents	54. Understand functions of leavening agents in food preparation.
	55. Differentiate between chemical and natural leavening agents.
Fermentation	56. Discuss reasons for food fermentation.
	57. Describe the process of yeast, mold, and enzyme fermentation in food preparation.
Dairy Products	58. Identify the types of milk products.
	59. Recognize the uses of milk in food preparation.
Food Safety Laws	60. Explain the government's role in food safety.
Food Preservation	61. Describe the methods of home canning that produce safe-to-eat food.
	62. Evaluate the modern techniques and technology used in food preservation.
	63. Explain the uses of food additives.

CONSUMER RESOURCE MANAGEMENT

Grades Nine - Twelve

Consumer Resource Management is a year-long or semester course designed for high school students who are interested in learning how to manage personal and family resources to achieve needs and wants. Concepts pertaining to the economic system, the management process, budgeting, consumer spending and savings, financial institutions and services, credit, and insurance are included in the course. Principles of management are learned and applied in making spending decisions regarding the use of resources in meeting transportation, housing, health, food, and clothing needs. Content standards are included that apply appropriate knowledge from the fields of social studies and mathematics. Leadership development concepts and Future Homemakers of America as an instructional system are taught as an integral part of the course.

All the modules in the course must be taught and expanded in the year-long course. Content standards identified with an (*) asterisk are taught in the semester course.

MODULE: THE ECONOMY

TOPICS	CONTENT STANDARDS
	Students will:
U.S. Economy	1. Describe the economic system of the U.S.
Government's Role	*2. Explain the role the U.S. government plays in the operation of the economy. - Regulation - Public services - Taxation - Policy - Spending - Cost of living
	3. Describe the role of the federal, state, and local governments in protecting consumers in the marketplace.
Consumer Behavior	*4. Describe the consumer's role in the marketplace.
	*5. Explain the impact of consumer behavior on the economic system.

CONSUMER RESOURCE MANAGEMENT

MODULE: THE ECONOMY

TOPICS	CONTENT STANDARDS
Consumer Behavior (continued)	Students will: *6. Explain economic concepts that influence consumer behavior. *7. Describe how the Federal Reserve System influences consumer behavior. *8. Identify consumer protection laws. *9. Describe the rights and responsibilities of consumers in the marketplace. *10. Utilize economic data and consumer information in making decisions. *11. Demonstrate how to make an effective consumer complaint. *12. Describe the procedure to follow when one's consumer rights have been violated.

CONSUMER RESOURCE MANAGEMENT

MODULE: CONSUMER MANAGEMENT

TOPICS	CONTENT STANDARDS
	Students will:
Management Plan	13. Develop a management plan for achieving goals and evaluate its effectiveness.
	*14. Recognize factors affecting consumer decisions.
Management Process	*15. Understand and apply the management process in making consumer decisions.
Career Choice	*16. Recognize the importance of one's career choice to the pursuit of quality of life.
Budgeting	*17. Describe the benefits of preparing a budget in managing individual and family resources.
	*18. Prepare and revise a budget based on a personal or family financial plan.
	*19. Recognize the importance of keeping accurate financial records.
Spending	*20. Identify factors that influence consumer spending.
	*21. Utilize effective shopping techniques when purchasing goods and services.
	*22. Understand the impact of advertisement on consumer behavior.
Borrowing	*23. Identify the advantages and disadvantages of borrowing money to pay for goods and services.
Savings	*24. Recognize the importance of savings to financial security.
Taxes	*25. Identify types of taxes paid by consumers.
	*26. Identify tax requirements on federal and state income tax forms.
	*27. Explain the process of filing income taxes.

CONSUMER RESOURCE MANAGEMENT

MODULE: FINANCIAL INSTITUTIONS AND SERVICES

TOPICS	CONTENT STANDARDS
	Students will:
Financial Institutions and Services	*28. Identify financial institutions and services to meet financial needs.
Personal Checking Accounts	*29. Demonstrate skill in using a personal checking account. - Selecting an account - Writing a check - Endorsing a check - Balancing a checkbook - Reconciling a bank statement - Depositing money - Using ATM machines
Savings Accounts	*30. Compare different types of savings institutions and savings plans to meet personal and family needs.
	31. Identify factors to consider in managing savings.
Loans	*32. Compare financial lending institutions.
	*33. Analyze the costs of borrowing money.
Investments	*34. Identify the various types of investments available to consumers.
	35. Explain the possible risks and potential returns of investments.
	*36. Describe the characteristics of a sound investment strategy.
Personal Retirement Accounts	*37. Identify types of personal retirement accounts.

CONSUMER RESOURCE MANAGEMENT

MODULE: CREDIT

TOPICS	CONTENT STANDARDS
	Students will:
Meaning	38. Define credit.
	*39. Describe the advantages and disadvantages of using credit when making consumer purchases.
Types of Credit	*40. Explain the types and sources of consumer credit.
Costs of Credit	*41. Calculate the costs of credit.
	42. Compare the difference in cash price and credit price.
Charge Accounts	*43. Identify types of charge accounts.
	*44. Calculate the costs of using charge accounts.
Legislation	*45. Describe federal laws passed to protect consumers using credit.

CONSUMER RESOURCE MANAGEMENT

MODULE: INSURANCE

TOPICS	CONTENT STANDARDS
	Students will:
Principles	46. Explain what insurance is and how it works.
	47. Identify types of risks covered by different kinds of insurance policies.
Types	*48. Describe the most common types of insurance. - Automobile - Property and homeowners - Life - Health
Coverage	*49. Describe factors that influence the coverage provided in automobile, property and homeowners, life, and health insurance policies.

CONSUMER RESOURCE MANAGEMENT

MODULE: SPENDING DECISIONS

TOPICS	CONTENT STANDARDS
	Students will:
Transportation	*50. Estimate the total expenses involved in leasing, buying, and operating a vehicle.
	*51. Make wise consumer decisions when buying and operating a vehicle.
	*52. Select auto insurance to meet individual needs.
Housing	*53. Identify factors that affect housing choices.
	Examples: family size, lifestyle, location, financial status, building types
	54. Identify the advantages and disadvantages of buying or renting housing.
	*55. Identify housing legislation that protects consumers.
	*56. Describe the costs and procedures involved in buying housing.
	*57. Make wise consumer decisions when acquiring housing.
	*58. Describe ways to be a wise consumer in purchasing appliances, equipment, and furnishings for the home.
	*59. Identify factors to consider when buying property and homeowners insurance.
Health	60. Evaluate health care professionals and health care facilities in meeting individual or family medical needs.
	*61. Describe the various types of health and life insurance coverage.
	*62. Identify factors to consider when buying health and life insurance.

CONSUMER RESOURCE MANAGEMENT

MODULE: SPENDING DECISIONS

TOPICS	CONTENT STANDARDS
	Students will:
Food	*63. Identify factors that affect food choices.
	64. Identify nutritional needs of individuals and food sources to meet these nutritional needs.
	*65. Assess the value of food labels to the consumer.
	*66. Describe the effect of advertising on food choices.
	*67. Develop a food budget that meets individual and family needs in keeping with financial resources.
	*68. Apply wise consumer guidelines in purchasing and storing food.
Clothing	*69. Analyze the physical, social, and psychological factors that influence clothing decisions.
	*70. Make wise consumer decisions when purchasing clothing.
	71. Compare various retail services in relation to special features, location, inventory, range of brands, size range, level of sales assistance, preferred payment, and packaging.
	*72. Identify clothing needs of individuals and families.
	*73. Describe the impact of advertising on clothing decisions.
	*74. Develop a clothing budget that meets individual and family needs in keeping with financial resources.
	75. Evaluate clothing for quality and fit.
	76. Understand how to care for and properly store clothing.

CONSUMER RESOURCE MANAGEMENT

MODULE: THE CONSUMER'S ROLE IN THE ENVIRONMENT

TOPICS	CONTENT STANDARDS
	Students will:
Issues	*77. Identify environmental and ecological issues facing society.
	Examples: water pollution, air pollution, waste disposal, recycling
	78. Differentiate between ecologically sound practices and destructive practices in caring for the environment.
Responsibility	*79. Describe the role of the government and consumers in protecting the environment.
Resources	80. Identify reliable sources of information on environmental and ecological problems and issues.
Conservation	*81. Identify strategies to conserve natural resources.

CONSUMER RESOURCE MANAGEMENT

MODULE: CAREERS

TOPICS	CONTENT STANDARDS
	Students will:
Career Options	82. Identify career options in consumer services and resource management.
Job Requirements	83. Recognize personal qualities and educational training needed to pursue a career in consumer services and resource management.

CLOTHING AND FASHION DESIGN

SEMESTER COURSE

Grades Nine - Twelve

Clothing and Fashion Design is a semester course for high school students who are interested in pursuing an in-depth study of clothing and fashion design. The concepts of selecting and caring for clothing, fashion design, operation of sewing equipment, basic clothing construction, and career opportunities are included in the course. Laboratory experiences are essential in developing skills in constructing, repairing, and caring for clothing. Leadership development concepts and Future Homemakers of America as an instructional system are taught as an integral part of the course.

MODULE: SELECTING AND CARING FOR CLOTHING

TOPICS	CONTENT STANDARDS
	Students will:
Clothing Selection	1. Describe factors that affect clothing needs of individuals and families. Examples: health, age, gender, life style, career, location, special needs
	2. Analyze personal wardrobe when planning clothing purchases.
	3. Identify guidelines to follow when shopping for clothes.
Caring for Clothing	4. Understand laws required on clothing labels and their implications for purchasing and caring for clothing.
	5. Describe how to care for clothing properly. Examples: dry cleaning, handwashing
	6. Identify methods of storing clothing to protect fibers, fabrics, and shape of garments.

CLOTHING AND FASHION DESIGN

MODULE: FASHION DESIGN

TOPICS	CONTENT STANDARDS
	Students will:
Styles and Trends	7. Identify factors affecting clothing design. Examples: culture, society, heritage, technology
	8. Describe current fashion styles and trends.
Technology	9. Explain the impact of technology on fashion design. Examples: computer design, laser, construction
Art Principles	10. Understand how the elements and principles of design produce harmony in fashion design.
	11. Demonstrate the use of the elements and principles of design in creating an appealing fashion statement.

CLOTHING AND FASHION DESIGN

MODULE: CLOTHING CONSTRUCTION

TOPICS	CONTENT STANDARDS
	Students will:
Preparing to Sew	12. Select a pattern based on sewing ability, fabric, and figure type.
	13. Select suitable fabric, notions, and supplies for sewing project.
	14. Demonstrate the safe use and care of cutting, sewing, and pressing equipment.
Construction Techniques	15. Demonstrate sewing techniques in constructing clothing and accessories. - Hand/machine stitching - Darts - Seams - Facings - Closures/fasteners - Hems - Pressing - Fitting
	16. Demonstrate simple clothing repairs and alterations.
Technology	17. Recognize the impact of technology on clothing construction.

CLOTHING AND FASHION DESIGN

MODULE: CAREERS

TOPICS	CONTENT STANDARDS
	Students will:
Career Options	18. Identify career options in clothing and fashion design.
Job Requirements	19. Recognize personal qualities and educational training needed to pursue a career in clothing or fashion design.

FAMILY AND CHILD DEVELOPMENT

SEMESTER COURSE

Grades Nine - Twelve

Family and Child Development is a semester course for high school students who are interested in acquiring knowledge and skills related to family life and child development. This course includes the study of family dynamics, personal growth, preparation for marriage and parenthood, child growth and development, intergenerational living, and career opportunities in family life and child development. Leadership development concepts and Future Homemakers of America as an instructional system are taught as an integral part of the course.

MODULE: FAMILY DYNAMICS

TOPICS	CONTENT STANDARDS
The Family	Students will: 1. Understand the significance of the family from a personal, community, national, and global perspective. 2. Describe types of families. Examples: nuclear, extended, blended, single parent 3. Identify factors that affect family life. Examples: economic, social, education, work, health, technology 4. Describe the functions of the family in regard to individual members and society. 5. Explain the stages in the family life cycle. 6. Identify experiences that contribute to family unity and stability. Examples: traditions, leisure activities, goal setting

FAMILY AND CHILD DEVELOPMENT

MODULE: FAMILY DYNAMICS

TOPICS	CONTENT STANDARDS
	Students will:
The Family (continued)	7. Identify individual responsibilities necessary for the family to function.
	8. Recognize the effects of the home environment on personal and family development. Examples: birth order, sibling relationships, family size
Healthy Families	9. Identify factors that contribute to healthy family relationships. - Communication - Spending time together - Traditions - Loyalty - Honesty - Respect
	10. Investigate sources of information and assistance available to families.

FAMILY AND CHILD DEVELOPMENT

MODULE: PERSONAL GROWTH

TOPICS	CONTENT STANDARDS
	Students will:
Self-Understanding	11. Recognize factors that promote the development of a socially responsible person.
	12. Identify needs that are basic to all human beings.
Roles and Functions	13. Understand developmental tasks of adolescence, early adulthood, and adulthood.
	14. Function as a responsible person.
Quality of Life	15. Recognize factors that affect quality of life.
	Examples: education, career, health, economy, environment, family, friends, leisure time

FAMILY AND CHILD DEVELOPMENT

MODULE: PREPARATION FOR MARRIAGE

TOPICS	CONTENT STANDARDS
	Students will:
Dating	16. Understand the importance of dating relationships.
	17. Recognize qualities that are desirable in a mate.
The Engagement Period	18. Identify factors that determine marriage readiness.
	19. Determine issues that need to be discussed during the engagement period.
Marriage	20. Understand marriage laws, customs, and traditions.
	21. Identify adjustments that may be necessary to make in marriage. - In-law relationships - Loss of independence - Time management - Financial plans
	22. Identify sources of information for maintaining staple marriages.

FAMILY AND CHILD DEVELOPMENT

MODULE: PARENTHOOD

TOPICS	CONTENT STANDARDS
	Students will:
Preparing for Parenthood	23. Recognize the challenges and rewards of parenthood.
	24. Identify the major roles of parents.
	25. Compare parenting styles and determine how each affects a child's development. - Authoritarian - Democratic - Permissive
Nurturing Environment	26. Identify the basic needs of children.
	27. Identify factors that influence child care practices.
	28. Utilize techniques for encouraging appropriate behavior in children.
	29. Recognize issues that affect the family environment of children. Examples: child abuse, substance abuse, latch-key children, family health
Parenting Skills	30. Identify factors that contribute to the development of healthy children.
	31. Identify factors that affect the parent-child relationship.

FAMILY AND CHILD DEVELOPMENT

MODULE: KNOWLEDGE OF CHILD DEVELOPMENT

TOPICS	CONTENT STANDARDS
	Students will:
Growth and Development	32. Recognize factors that influence growth and development of children. Examples: heredity, environment, developmental disorders
	33. Describe the importance of prenatal care for mother and baby.
	34. Identify contributing causes of various types of birth defects.
Stages of Development	35. Describe the physical, emotional, social, and intellectual development of children. - Infancy - Childhood - Adolescence - Children with exceptionalities
Research	36. Explain major theories of child development.
Health and Safety	37. Recognize safety hazards that may cause harm to children.
	38. Understand the importance of immunizations and health checkups for children.
	39. Describe ways to handle health and safety emergency situations.
	40. Recognize symptoms of illness in children.

FAMILY AND CHILD DEVELOPMENT

MODULE: INTERGENERATIONAL LIVING

TOPICS	CONTENT STANDARDS
	Students will:
The Aging Process	41. Identify characteristics of the aging process.
Relationships	42. Describe ways families can interact with elderly parents.
	43. Explain contributions that are made by the elderly to family and society.
	44. Recognize the challenges and rewards of intergenerational living.

FAMILY AND CHILD DEVELOPMENT

MODULE: CAREERS

TOPICS	CONTENT STANDARDS
	Students will:
Career Options	45. Identify career options in family life and child development.
Job Requirements	46. Recognize personal qualities and educational training required to pursue a career in family life or child development.

FOOD, NUTRITION, AND WELLNESS

SEMESTER COURSE

Grades Nine - Twelve

Food, Nutrition, and Wellness is a semester course for high school students who are interested in learning about the relationship of diet to health. The course includes the concepts of nutritional needs of individuals; healthy food choices; purchasing of food; planning, preparing, and serving of meals; etiquette; and career opportunities. Laboratory experiences are essential in developing skills in planning, purchasing, preparing, serving, and storing food. Leadership development concepts and Future Homemakers of America as an instructional system are taught as an integral part of the course.

MODULE: NUTRITION AND WELLNESS

TOPICS	CONTENT STANDARDS
	Students will:
Decisions	1. Understand how psychological, cultural, social, and economic factors influence food choices of individuals and families.
	2. Describe the impact of technology on decisions related to meal planning, diet selection, and food analysis.
Nutrition	3. Identify nutrients needed for normal body functions.
	4. Identify nutritional needs of individuals throughout the life cycle.
	5. Develop dietary goals for individual needs.
	6. Understand how food choices affect our energy level.
	7. Determine appropriate caloric intake for weight gain or loss.
	8. Use the Dietary Guidelines for Americans, Food Guide Pyramid, and Percent Daily Values in making food choices.
	9. Analyze the nutritional content of popular diets.
	10. Discuss the impact of fast foods on daily diet.
Wellness	11. Explain the interrelationship of nutrition and wellness.
	12. Identify factors that contribute to wellness of individuals.

MODULE: NUTRITION AND WELLNESS

TOPICS	CONTENT STANDARDS
Wellness (continued)	Students will: 13. Discuss the relationship of nutrition to fitness. 14. Explain the consequences of eating disorders to the individual and family. 15. Identify food-poisoning bacteria that cause serious illnesses. - Salmonella - Staphylococcus - Botulism - Ecoli 16. Identify pathogens that may enter the body through food sources. 17. Compare the benefits and hazards of using food additives and supplements.

FOOD, NUTRITION, AND WELLNESS

MODULE: MEAL MANAGEMENT

TOPICS	CONTENT STANDARDS
	Students will:
Purchasing Food	18. Describe consumer knowledge needed to purchase food.
	19. Use package labeling information to select food items.
	20. Evaluate the effects of advertising on food purchases.
Sanitation and Safety	21. Follow sanitation and safety procedures in preparing, serving, and storing foods.
Tools and Equipment	22. Demonstrate safe use and proper care of food preparation tools and equipment.
	23. Utilize technology in food preparation.
Meal Planning	24. Identify factors that influence meal planning.
	Examples: health conditions, life cycle stages, family customs, cost, time, energy, availability of food
	25. Discuss factors to be considered by dual career families in meal planning.

FOOD, NUTRITION, AND WELLNESS

MODULE: FOOD PREPARATION

TOPICS	CONTENT STANDARDS
	Students will:
Recipes	26. Define food preparation terms.
	27. Follow directions in a recipe when preparing food.
Measurements	28. Demonstrate the proper measuring techniques used in meal preparation.
Food Preparation Skills	29. Organize kitchen work space to facilitate efficiency in food preparation.
	30. Follow food handling practices for preventing food poisoning.
	31. Maintain nutrient quality, appearance, and safety of food when preparing, serving, and storing food.
	32. Demonstrate basic scientific principles of food preparation. - Quick breads - Cookies - Milk and milk products - Fruits - Vegetables - Pasta - Cakes - Casseroles - Candy - Meats - Eggs
	33. Demonstrate food garnishing techniques.

FOOD, NUTRITION, AND WELLNESS

MODULE: FOOD SERVICE

TOPICS	CONTENT STANDARDS
	Students will:
Table Service	34. Describe the different types of table service.
	35. Set the table correctly for different styles of meal service.
Etiquette	36. Exhibit meal-time etiquette.

FOOD, NUTRITION, AND WELLNESS

MODULE: CAREERS

TOPICS	CONTENT STANDARDS
	Students will:
Careers Options	37. Identify career options in nutrition and foods.
Job Requirements	38. Recognize personal qualities and educational training needed to pursue a career in nutrition or foods.

HOUSING AND INTERIOR DESIGN

SEMESTER COURSE

Grades Nine - Twelve

Housing and Interior Design is a semester course for high school students who are interested in acquiring knowledge and skills in the areas of housing and interior design. Buying a home, designing living environments, selecting home furnishings and equipment, caring for the home, and career opportunities in housing and interior design are included in this course. Laboratory experiences are essential in developing skills in designing living spaces, arranging furniture, selecting furnishings, and maintaining the home and home furnishings. Leadership development concepts and Future Homemakers of America as an instructional system are taught as an integral part of this course.

MODULE: HOUSING AND HUMAN NEEDS

TOPICS	CONTENT STANDARDS
	Students will:
Housing	1. Describe factors affecting housing choice.
	2. Recognize current trends in society affecting the housing industry.
	3. Identify housing options available to individuals and families based on their needs throughout the life cycle.
Human Needs	4. Describe how housing affects the psychological well-being of individuals and families. Examples: privacy, sense of belonging
Special Needs	5. Identify special housing needs of individuals. Examples: elderly, handicapped, illness

HOUSING AND INTERIOR DESIGN

MODULE: HOUSING CHOICES

TOPICS	CONTENT STANDARDS
	Students will:
Types of Housing	6. Describe the major types of housing available to individuals and families.
Location	7. Recognize factors that impact on the location of housing. Examples: nearness to school, churches, shopping centers, medical facilities, work
Acquiring Housing	8. Compare advantages and disadvantages of renting or owning a home. 9. Interpret the lease agreement for renting a home. 10. Explain the procedure for purchasing a home. 11. Compare the methods available for financing a home.
Remodeling/Building	12. Compare advantages and disadvantages of remodeling versus buying a home. 13. Identify local building and remodeling regulations and zoning laws. 14. Analyze the advantages and disadvantages of hiring a professional builder or contractor versus using his/her skills in remodeling or building a house. 15. Demonstrate how to read a floor plan/blueprint. 16. Understand construction terms used in building a home.

HOUSING AND INTERIOR DESIGN

MODULE: FURNISHINGS AND EQUIPMENT

TOPICS	CONTENT STANDARDS
	Students will:
Furniture	17. Recognize factors that affect furniture design and selection. - Materials - Technology - Life styles - Status - Cost
	18. Identify furniture styles.
	19. Compare furniture for price, material, workmanship, construction details, and style.
Furnishings	20. Describe factors that influence selection of furnishings for the home.
	21. Evaluate furnishings with regard to durability, cost, design, fabric, and suitability of purpose.
Equipment	22. Compare equipment and appliances used in the home for durability, cost, design, suitability of purpose, and energy use.
	23. Use electrical appliances safely in the home.
	24. Demonstrate ways to conserve energy when using appliances in the home.
Home Safety	25. Describe ways to make the home safe and secure.
Technology	26. Recognize the impact of technology on living space, furnishings and equipment, and home security.

HOUSING AND INTERIOR DESIGN

MODULE: CARING FOR THE HOME

TOPICS	CONTENT STANDARDS
	Students will:
Maintenance	27. Describe ways to maintain and keep the home clean.
	28. Develop a maintenance plan for the home.
	29. Identify basic cleaning equipment and products used in home maintenance.
Household Repairs	30. Demonstrate basic home repairs.
Storage	31. Identify basic principles in organizing storage space in the home.
Insurance	32. Identify types of insurance coverage to protect the homeowner or renter against property damage or loss.

HOUSING AND INTERIOR DESIGN

MODULE: DECORATING INTERIORS

TOPICS	CONTENT STANDARDS
	Students will:
Art Principles	33. Apply the elements and principles of design in selecting furniture, furnishings, and accessories for the home.
Floor Coverings	34. Select floor coverings for the home.
Wall Treatments	35. Select wall treatments for the home.
	36. Demonstrate ways to arrange wall accessories.
Window Treatments	37. Select window treatments for the home.
Lighting	38. Describe the types of lighting used in the home.
	39. Evaluate the lighting needs of living space in the home.
Furniture Arrangement	40. Arrange furniture in the home following space requirement guidelines.
Technology	41. Identify new technologies, materials, and finishes available to the consumer to improve the home's interior or furnishings.

HOUSING AND INTERIOR DESIGN

MODULE: CAREERS

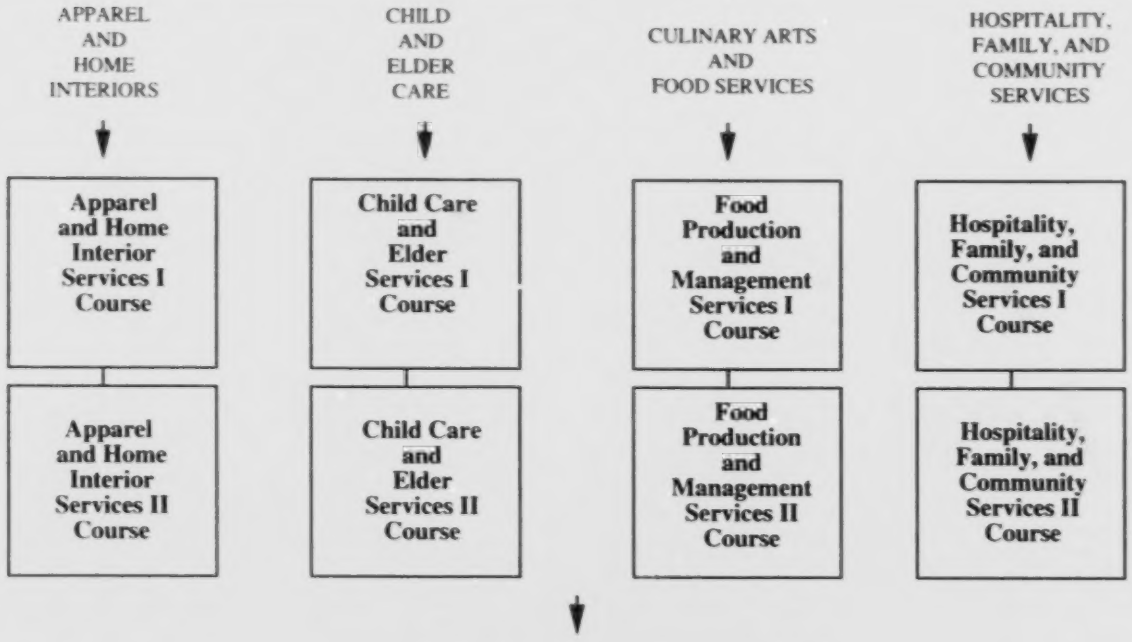
TOPICS	CONTENT STANDARDS
	Students will:
Career Options	42. Identify career options in housing and interior design.
Job Requirements	43. Recognize personal qualities and educational training needed to pursue a career in housing or interior design.

FAMILY AND CONSUMER SCIENCES

HIGH SCHOOL

CAREER PREPARATION PROGRAM*
2 -Year Programs
Grades 10-12

CAREERS MAJORS


APPAREL AND HOME INTERIORS
CHILD AND ELDER CARE
CULINARY ARTS AND FOOD SERVICES
HOSPITALITY, FAMILY, AND COMMUNITY SERVICES
Apparel and Home Interior Services I Course
Child Care and Elder Services I Course
Food Production and Management Services I Course
Hospitality, Family, and Community Services I Course
Apparel and Home Interior Services II Course
Child Care and Elder Services II Course
Food Production and Management Services II Course
Hospitality, Family, and Community Services II Course

POSTSECONDARY EDUCATION/EMPLOYMENT
***Cooperative training is an option.**

FHA/HERO; academic skills; process skills of problem solving and critical thinking; and skills of maintaining relationships, management, balancing work and family life, employability, citizenship, and leadership are integrated into each course offering.

APPAREL AND HOME INTERIOR SERVICES I

Grade Ten or Eleven

Apparel and Home Interior Services is a two-year program. The Level I course lays the foundation for preparing students for occupations related to the apparel and home furnishings industries. Concepts on the apparel and home furnishings industries, methods of apparel production, coordination of apparel and accessories, selection of home furnishings, and production of home furnishings are included in the course. Level I is a prerequisite for Level II. The school-based laboratory is essential in developing the knowledge and skills necessary for the student to utilize industrial techniques in constructing apparel, accessories, and home furnishings. Leadership development content standards and Future Homemakers of America (HERO) as an instructional system are taught as an integral part of this course. Supervised practical experiences are required in Levels I and II.

The following are suggested career options available for students selecting the Apparel and Home Interiors career major: custom apparel maker, apparel buyer, alterationist, clothing conservationist, clothing store manager, color consultant, costume designer, custom-drapery maker, cutting room supervisor, fabric researcher, fashion coordinator, fashion designer, pattern designer, product demonstrator, production sewer, sample maker, textile technician, upholsterer, wardrobe consultant, appliance demonstrator, architect, decorator aide, interior designer, furniture designer, housing analyst, or window treatment/slipcover maker.

MODULE: APPAREL AND HOME FURNISHINGS INDUSTRIES

TOPICS	CONTENT STANDARDS
	Students will:
Apparel Industry	1. Describe the size, scope, and importance of the textiles and apparel industries in today's society.
Home Furnishings Industry	2. Describe the size, scope, and importance of the home furnishings industry in today's society.
Career Options	3. Identify career options in the apparel industry.
	4. Identify career options in the home furnishings industry.
Personal Qualities for Job Success	5. Identify personal skills needed for success in the apparel and home furnishings industries. Examples: communication, decision making, laboratory techniques, leadership, problem solving abilities, responsible character

MODULE: APPAREL AND HOME FURNISHINGS INDUSTRIES

TOPICS	CONTENT STANDARDS
Personal Qualities for Job Success (continued)	Students will: 6. Compare education and training required for careers in the various areas of the apparel and home furnishings industries.

APPAREL AND HOME INTERIOR SERVICES I

MODULE: APPAREL PRODUCTION

TOPICS	CONTENT STANDARDS
	Students will:
Methods of Apparel Production	7. Compare methods of apparel production. Examples: hand sewing, domestic-type sewing, industrial-type sewing, sonic fusion
	8. Demonstrate the major steps in the sewing process. - Machine control - Threading - Stitching - Guiding and repositioning work - Releasing work
	9. Operate industrial sewing equipment safely and efficiently. - Domestic-type machines - Industrial sewing machines - Sergers - Pressing equipment - Cutting equipment - Computerized equipment - New technology
	10. Construct apparel using industrial and home sewing processes, techniques, and equipment. - Pants - Shirts - Skirts - Dresses - Accessories
	11. Follow an apparel production work order.
Quality Control	12. Evaluate the quality of apparel.

APPAREL AND HOME INTERIOR SERVICES I

MODULE: COORDINATING APPAREL AND ACCESSORIES

TOPICS	CONTENT STANDARDS
	Students will:
Apparel Choices	13. Describe the significance of apparel choices to self expression, identification, and well-being.
	14. Identify factors that influence apparel choices.
	15. Describe how apparel needs and choices change throughout the life cycle.
Art Principles	16. Utilize elements and principles of design when designing, constructing, altering, and coordinating apparel and accessories. - Proportion - Emphasis - Rhythm - Balance - Line - Repetition - Color
Styles of Apparel	17. Identify basic styles of apparel for infants, children, and adults.
Coordination of Apparel and Accessories	18. Select accessories that enhance apparel and personal appearance.
	19. Plan and coordinate apparel and accessories to meet individual needs.
	20. Identify signs of quality in apparel and accessories.

APPAREL AND HOME INTERIOR SERVICES I

MODULE: HOUSING, FURNISHINGS, AND FURNISHINGS PRODUCTION

TOPICS	CONTENT STANDARDS
	Students will:
Housing	21. Describe how housing influences the physical, psychological, and social well-being of individuals and families.
	22. Identify current trends in housing and home furnishings.
	23. Recognize how housing needs change throughout the life cycle.
Home Furnishings	24. Recognize factors that influence the selection of home furnishings. Examples: age, sex, cost, construction, life style, style of house, family size, fabric
Furnishings Production	25. Construct home furnishings using industrial sewing techniques and equipment. - Table mats/runners - Napkins - Pillows
	26. Evaluate furnishings for quality and durability.

APPAREL AND HOME INTERIOR SERVICES I

MODULE: CAREER DEVELOPMENT

TOPICS	CONTENT STANDARDS
	Students will:
Career Decisions	27. Identify factors to consider in making career decisions. - Job trends - Personal interests - Aptitudes/skills - Appropriate skills - Opportunities for advancement - Working conditions - Education and training
Employment Seeking Skills	28. Describe ways to locate and secure a job. - Job leads - Employment tests - Résumés - Application forms - Letters of application - Interviews for jobs and/or positions - Job possibility follow-up
	29. Compare personal characteristics and qualifications needed for various apparel and home interior services careers.
	30. Assess personal employability potential.
Employment Success Skills	31. Discuss the meaning and importance of attitude when seeking employment.
	32. Exhibit employee characteristics and work habits associated with job success. Examples: adaptability, cooperation, courtesy, dependability, enthusiasm, honesty, initiative, loyalty, patience, self-control, tact, appearance, attitude, professionalism

APPAREL AND HOME INTERIOR SERVICES II

Grade Eleven or Twelve

Apparel and Home Interior Services II builds upon Level I and prepares students for occupations related to the apparel and home furnishings industries. This course emphasizes textiles; skill development in advanced apparel production, alterations and repairs; understanding living space; types of home furnishings; production of advanced home furnishings; renovating and recycling furnishings for the home; entrepreneurship; and job procurement skills. Level I is a prerequisite to Level II. The school-based laboratory is essential in the development of the knowledge and skills necessary for the student to utilize industrial sewing techniques in constructing apparel, accessories, and home furnishings. Leadership development content standards and Future Homemakers of America (HERO) as an instructional system are taught and expanded. Supervised practical experiences are required in Level II.

The following are suggested career options available for students selecting the Apparel and Home Interiors career major: custom apparel maker, apparel buyer, alterationist, clothing conservationist, clothing store manager, color consultant, costume designer, custom-drapery maker, cutting room supervisor, fabric researcher, fashion coordinator, fashion designer, pattern designer, product demonstrator, production sewer, sample maker, textile technician, upholsterer, wardrobe consultant, appliance demonstrator, architect, decorator aide, interior designer, furniture designer, housing analyst, or window treatment/slipcover maker.

MODULE: TEXTILE INDUSTRY

TOPICS	CONTENT STANDARDS
	Students will:
Fibers and Fabrics	1. Distinguish between natural and manufactured fibers and yarns.
	2. Identify methods of fabric construction and fabric finishes.
Laws and Regulations	3. Identify laws that affect the textile industry.
Ecological Implications	4. Describe the ecological implications of the textile industry. Examples: pollution, diminishing supply
Careers	5. Identify careers in the field of textiles. Examples: designer, instructor, buyer, fashion illustrator, researcher, colorist, production manager

APPAREL AND HOME INTERIOR SERVICES II

MODULE: APPAREL PRODUCTION, ALTERATIONS, AND REPAIRS

TOPICS	CONTENT STANDARDS
	Students will:
Production	6. Construct apparel using industrial and home sewing processes, techniques, and equipment. - Jackets - Coats - Suits - Lingerie
	7. Follow an apparel production work order.
	8. Assess apparel for quality control.
Alterations	9. Determine alterations needed for garment fit.
	10. Alter garments. - Measuring for garment fit - Marking alterations - Cutting - Construction - Speed - Accuracy
	11. Follow an alterations work order.
Repairs	12. Make apparel repairs. - Broken stitches - Frayed buttonholes - Weak or frayed seams - Broken zippers - Frayed collars and/or cuffs - Fasteners replacement - Elastic casings replacement - Buttons replacement - Belt loops replacement

MODULE: HOUSING AND HOME FURNISHINGS

TOPICS	CONTENT STANDARDS
	Students will:
Housing	13. Identify living space requirements for meeting unique needs of individuals and groups.
	14. Identify housing needs of families at various stages of the life cycle.
	15. Explain how interior design affects function and beauty.
	16. Use blueprints/floor plans in arranging furniture and furnishings.
Furnishings	17. Compare home furnishings for durability, cost, design, suitability of purpose, and energy use.
	18. Describe ways to maintain and protect home furnishings.
	19. Recognize the distinguishing features of furniture styles.
	20. Describe the methods and materials used in furniture construction.

APPAREL AND HOME INTERIOR SERVICES II

MODULE: PRODUCTION OF HOME FURNISHINGS

TOPICS	CONTENT STANDARDS
	Students will:
Production of Home Furnishings	21. Describe types of window treatments.
	22. Calculate the amount of fabric needed to construct window treatments.
	23. Construct window treatments.
	24. Describe types of bed coverings.
	25. Calculate the amount of fabric needed to construct bed coverings.
	26. Construct bed coverings.
	27. Describe types of slip covers.
	28. Calculate the amount of fabric needed to construct slip covers.
	29. Construct slip covers.
	30. Evaluate home furnishings for quality.
Renovating and Recycling	31. Demonstrate ways to renovate and recycle furnishings for the home.

APPAREL AND HOME INTERIOR SERVICES II

MODULE: ENTREPRENEURSHIP

TOPICS	CONTENT STANDARDS
	Students will:
Definition	32. Define entrepreneurship.
Operation of a Business	33. Identify factors that affect the operation of a business. - Responsibility of employer to employees - Overhead - Reports - Productivity - Customer satisfaction - Merchandising - Budgeting - Laws - Regulations
Starting a Business	34. Discuss factors to be considered when starting a small business. Examples: need, type of ownership, permits, location, financing, marketing, maintenance

APPAREL AND HOME INTERIOR SERVICES II

MODULE: JOB PROCUREMENT SKILLS

TOPICS	CONTENT STANDARDS
	Students will:
Rights and Responsibilities	35. Understand employer rights and responsibilities. Examples: confirmed wages, safe conditions, proper training, policy statements, work evaluations, job description, termination notification, honest relationship, proper respect
	36. Interpret employee rights and responsibilities. Examples: follow directions, accept criticism, use time wisely, be dependable, be professional, show respect, give job departure notice
Labor Laws	37. Understand labor laws. - Hours - Working conditions - Wages
	38. Identify legal documents that are often required for employment. Examples: birth certificate, health forms, Social Security card, W-4 form
Financial Benefits	39. Analyze advantages and disadvantages of working by the hour or working for a set salary. -Gross income -Net income -Payment methods
	40. Identify deductions withheld from an employee's check. Examples: taxes, Social Security, retirement benefits, insurance, savings, dues, charities

APPAREL AND HOME INTERIOR SERVICES II

MODULE: JOB PROCUREMENT SKILLS

TOPICS	CONTENT STANDARDS
Financial Benefits (continued)	Students will: 41. Describe fringe benefits frequently given to an employee by an employer. - Insurance plan - Vacation time - Sick leave - Retirement plan - Investment plan - Child care services - Clothing allowance

CHILD CARE AND ELDER SERVICES I

Grade Ten or Eleven

Child Care and Elder Services is a two-year program for students in Grades 11-12. The course content of Level I offers students opportunities to develop basic skills necessary for providing caregiving services. Emphasis is placed on child care and elder environments, growth and development of children, planning daily routines, preschool learning experiences, life changes and the needs of the elderly, and career development. The course provides knowledge and skills that emphasize creating a healthy and safe environment in the nurturing and teaching of children and caring for the elderly. Developing favorable attitudes and relationships with parents, children, the elderly, and employer and co-workers are concepts taught to assist students in making a transition from school to career. The school-based laboratory provides the setting for students to acquire the knowledge and skills necessary to be competent in child care and elder services. Leadership development content standards and Future Homemakers of America (HERO) as an instructional system are taught as an integrated part of the course. Supervised practical experiences are required in Level I.

The following are suggested career options available for students selecting the Child and Elder Care career major: child care aide, child care center director, child care worker, elementary school teacher, nanny, pediatrician, social service aide, child psychologist, child-life specialist, caregiver for the elderly, after-school-care provider, daycare provider for the elderly, companion for the elderly, social director for Senior Citizens Center, or social worker.

MODULE: THE CHILD CARE AND ELDER SERVICES PROFESSIONS

TOPICS	CONTENT STANDARDS
	Students will:
Child Care Profession	1. Identify the characteristics of a quality child care program.
	2. Describe trends in the child care industry.
	3. Identify career options in child care.
Elder Services Profession	4. Identify characteristics of a quality elder care program.
	5. Describe trends that impact on the elderly.
	6. Identify career options in elder services.

MODULE: THE CHILD CARE AND ELDER SERVICES PROFESSIONS

TOPICS	CONTENT STANDARDS
	Students will:
Job Requirements and Qualifications	7. Identify job requirements and educational training needed for careers in child care and elder services. 8. Describe the personal characteristics needed to be successful in the child care and elder services professions.

CHILD CARE AND ELDER SERVICES I

MODULE: CAREGIVING SERVICES

TOPICS	CONTENT STANDARDS
	Students will:
Types	9. Compare various types of caregiving services. - Privately owned centers - Industry-supported centers - After-school programs - Child development centers - Play groups - Cooperative child care - School-based centers - Church-linked programs - Family daycare centers - Government-supported centers - Elder daycare services - Nursing homes
Quality	10. Recognize factors affecting the quality of a caregiving setting for children and the elderly. - Equipment - Space - Staff - Environment - Program
Licensing Standards	11. Identify licensing standards for a caregiving facility. - Child care - Elder care
Personal Benefits	12. Describe personal benefits derived from a career of working with young children or the elderly.

CHILD CARE AND ELDER SERVICES I

MODULE: CHILD CARE ENVIRONMENTS

TOPICS	CONTENT STANDARDS
	Students will:
Family Home	13. Understand the family's role as the primary caregiver of children.
	14. Describe a stimulating, safe, and healthy home environment for children.
	15. Identify types of furnishings and toys in the home that create a wholesome environment for children.
Family Daycare Home	16. Plan and evaluate developmentally appropriate family daycare home learning centers.
	Examples: large group play, small group play, fine-motor development, gross-motor development, creative play, discovery play, sensory play
Child Care Centers	17. Recognize the components of a stimulating environment for children in a child care facility.
	18. Explain the importance of providing a safe and healthy environment in a child care facility.
	19. Determine types of furnishings, equipment, and supplies that create a wholesome child care facility.
	20. Provide developmentally appropriate learning centers in a child care center.
	Examples: dramatic play, art/creative design, language arts, music/movement, manipulative/blocks, science/environmental, carpentry/woodworking, math/sensory, computer, large motor/outside play

CHILD CARE AND ELDER SERVICES I

MODULE: DAILY ROUTINES

TOPICS	CONTENT STANDARDS
	Students will:
Arrival and Departure	21. Demonstrate arrival and departure routines of children that are safe and appropriate. - Safety - Communication with parents - Learning atmosphere - Daily health check
Self-Help Skills	22. Identify procedures for helping children with self-help skills and hygiene. - Toileting - Meals and snacks - Dressing - Nap time - Personal grooming
Transitional Activities	23. Conduct smooth transitions between activities in the child care center.
Facility Maintenance	24. Apply housekeeping and maintenance practices needed in a child care facility. 25. Explain ways to involve children in appropriate housekeeping routines.

CHILD CARE AND ELDER SERVICES I

MODULE: HEALTH AND SAFETY PRACTICES

TOPICS	CONTENT STANDARDS
	Students will:
Child's Health	26. Describe the characteristics of a healthy child.
	27. Identify communicable diseases that are common to children.
	28. Apply appropriate caregiving procedures for an ill child.
	29. Identify alternatives for employed parents in caring for a sick child.
Health and Safety in a Caregiving Center	30. Identify factors that affect health and safety in a caregiving center. - Medical requirements - Medication policies - Hygiene practices - Food service practices - Napping and/or resting practices - Supervision practices
	31. Describe safety practices used in a caregiving facility. Examples: accident prevention, storage of supplies and equipment, supervision of activities
	32. Follow determined procedures for emergencies. Examples: fire drill, tornado drill, hazardous waste spill drill, injuries

CHILD CARE AND ELDER SERVICES I

MODULE: CHILD GROWTH AND DEVELOPMENT

TOPICS	CONTENT STANDARDS
	Students will:
Developmental Needs	33. Describe developmental needs of children at each stage of development. - Physical - Intellectual - Social - Emotional - Character
	34. Identify the effects of heredity and environment on individual development.
Research	35. Describe human development research that has affected methods of working with children. - Erikson - Maslow - Freud - Gesell - Piaget - Skinner - Montessori
Caregivers	36. Explain the influence of caregivers on the development of the child.
	37. Select developmentally appropriate methods of guiding behavior that encourages self-control in the child. Examples: modeling, re-directing, encouraging independence, allowing choices, setting limits, using positive reinforcement

CHILD CARE AND ELDER SERVICES I

MODULE: PRESCHOOL LEARNING EXPERIENCES

TOPICS	CONTENT STANDARDS
	Students will:
Types	38. Assist children with preschool learning experiences. Examples: art, storytelling, language arts, sociodramatic play/puppetry, math, science, social studies/field trips, food, music, movement
Developmental Levels	39. Use developmentally appropriate learning activities with children.

CHILD CARE AND ELDER SERVICES I

MODULE: THE ELDERLY

TOPICS	CONTENT STANDARDS
	Students will:
Aging Process	40. Understand the aging process and the chronological age categories of the elderly.
	41. Describe myths and stereotypes associated with the elderly.
	42. Discuss major concerns of the elderly. Examples: health, safety, housing, loss of independence, finances
Life Changes and Needs	43. Identify life changes and needs of the elderly. - Physical - Emotional - Mental - Social
	44. Identify the daily food requirements and factors that influence food intake of the elderly.
	45. Understand the importance of exercise, hobbies, and educational needs appropriate for the elderly.
	46. Discuss changes needed in clothing for the elderly.
Community Resources	47. Identify resources/services offered by the community for the elderly. Examples: counseling, recreation, health, transportation, consumer information, legal services, meals

CHILD CARE AND ELDER SERVICES I

MODULE: CAREER DEVELOPMENT

TOPICS	CONTENT STANDARDS
	Students will:
Career Decisions	48. Identify factors to consider in making career decisions. - Job trends - Personal interest - Aptitudes/skills - Appropriate skills - Opportunities for advancement - Working conditions - Education and training
Employment Seeking Skills	49. Describe ways to locate and secure a job. - Job leads - Employment tests - Résumés - Application forms - Letters of application - Interviews for jobs and/or positions - Job possibility follow-up
	50. Compare personal characteristics and qualifications needed for various child care and elder services careers.
	51. Assess personal employability potential.
Employment Success Skills	52. Discuss the meaning and importance of attitude when seeking employment.
	53. Exhibit employee characteristics and work habits associated with job success. Examples: adaptability, cooperation, courtesy, dependability, enthusiasm, honesty, initiative, loyalty, patience, self-control, tact, appearance, attitude, professionalism

CHILD CARE AND ELDER SERVICES II

Grade Eleven or Twelve

Child Care and Elder Services II is the second level of a two-year program. Level II offers more in-depth experiences in directing preschool experiences and caring for the elderly. Students analyze daycare center management techniques including working with personnel and record keeping. Students learn how to manage a center program by planning a developmentally appropriate curriculum and learning environment. They also explore ways to work with parents and the community. Strategies for planning professional growth and development in the child care profession are identified. Adjustments made by the elderly, planning of stimulating experiences for the elderly, and identifying resources available to the elderly are included in the content of the course. The school-based laboratory is essential in developing the knowledge and skills students need to be competent in child care and elder services. Leadership development content standards and Future Homemakers of America (HERO) as an instructional system are taught and expanded in Level II. Supervised practical experiences are required in Level II.

The following are suggested career options available for students selecting the Child and Elder Care career major: child care aide, child care center director, child care worker, elementary school teacher, nanny, pediatrician, social service aide, child psychologist, child life specialist, caregiver for the elderly, after-school-care provider, daycare provider for the elderly, companion for the elderly, social worker, or social director for Senior Citizens Center.

MODULE: DIRECTING PRESCHOOL LEARNING EXPERIENCES

TOPICS	CONTENT STANDARDS
	Students will:
Curriculum Management	1. Identify factors to consider in curriculum planning. - Program characteristics - Licensing standards - Services offered
	2. Develop curriculum plans for a child care program. - Weekly - Monthly - Yearly
	3. Plan curriculum for a daily lesson based on a unit concept or theme.

MODULE: DIRECTING PRESCHOOL LEARNING EXPERIENCES

TOPICS	CONTENT STANDARDS
	Students will:
Curriculum Management (continued)	4. Describe components of a lesson plan. - Goals - Objectives - Instructional strategies - Resources - Evaluation
Visual Aids	5. Use visual aids that enhance learning activities. Examples: bulletin boards, flannel boards, videos, exhibits, displays
Language Arts Activities	6. Plan and use developmentally appropriate language arts activities for children. Examples: storytelling, puppetry, games, listening activities
Mathematics	7. Plan and use developmentally appropriate mathematics activities for children. Examples: cooking activities, block building, games, computers
Science, Nature, and Environmental Activities	8. Plan and conduct developmentally appropriate science, nature, and environmental activities for children. Examples: plant seeds, visit the zoo, keep a classroom pet, take environmental walks, collect items for recycling

CHILD CARE AND ELDER SERVICES II

MODULE: CHILD CARE ORGANIZATION AND ADMINISTRATION

TOPICS	CONTENT STANDARDS
	Students will:
Organization	9. Explain the role of the director in a child care center.
	10. Describe major responsibilities of a child care program director. - Personnel - Routine responsibilities - Record keeping - Maintaining a positive working environment - Working with parents
	11. Describe the characteristics of an effective child care program leader.
	12. Describe ways to start a new child care program. - Needs assessment - Licensing
	13. Develop policies for operating a child care program.
	14. Explain how a child care program becomes accredited.
Program Management	15. Identify regulations, location concerns, and overall design guidelines that influence management of a child care facility. - Federal, state, and city regulations - Indoor space - Outdoor space
	16. Explain the importance of routines for children.
	17. Develop a daily routine schedule that is based on children's developmental needs.

MODULE: CHILD CARE ORGANIZATION AND ADMINISTRATION

TOPICS	CONTENT STANDARDS
	Students will:
Program Management (continued)	18. Explain support service positions that are included in a child care facility. - Administrator - Staff/teacher - Aide/assistant - Food service worker - Housekeeping/maintenance worker - Bus/van driver
	19. Identify major tasks in maintaining a child care facility.
Food Service Management	20. Describe the director's role in providing food service in a child care facility.
	21. Describe the nutritional needs of children.
	22. Utilize the Food Guide Pyramid and Percent Daily Values in planning meals and snacks for children.
	23. Identify procedures for purchasing and storing food for the child care center.
	24. Demonstrate use and care of food preparation equipment.
	25. Use appropriate sanitation procedures in preparing, serving, and storing food.
	26. Describe appropriate mealtime practices to be used in providing food for children in the child care center.
Professional Relationships	27. Encourage parents to be involved in the child care program.
	28. Identify strategies for developing positive center/parent relationships.
	29. Identify community resources and services that are available to a child care program.

MODULE: CHILD CARE ORGANIZATION AND ADMINISTRATION

TOPICS	CONTENT STANDARDS
Professional Relationships (continued)	Students will: 30. Develop a public relations program to solicit community support for a child care center. 31. Understand the importance of child care workers' involvement in professional organizations.

CHILD CARE AND ELDER SERVICES II

MODULE: CHILDREN WITH EXCEPTIONALITIES

TOPICS	CONTENT STANDARDS
	Students will:
Needs of Children	32. Interpret needs of children with exceptionalities. - Physical - Social - Emotional - Intellectual
Learning Activities	33. Plan and conduct learning activities for children with exceptionalities. - Hearing disorders - Speech and language disorders - Articulation voice disorders - Vision disorders - Physical disorders - Health disorders - Giftedness - Learning disabilities

CHILD CARE AND ELDER SERVICES II

MODULE: ELDER CARE

TOPICS	CONTENT STANDARDS
	Students will:
Life Adjustments	34. Understand life adjustments frequently faced by the elderly. - Job loss - Shifts in dependency and roles - Retirement - Health and chronic illness - Sensory loss - Loss of spouse/family members - Loss of physical ability - Loss of home
Rights of the Elderly	35. Discuss factors to be considered when protecting the rights of the elderly. Examples: consumer fraud, age discrimination, abuse, neglect, crime
Experiences	36. Plan and conduct challenging experiences for the elderly.
Resources	37. Locate resources the elderly need to remain independent. Examples: rehabilitation, home health aide, meals-on-wheels, domestic care services, hospice 38. Identify agencies and organizations that promote the interest of the elderly. Examples: AARP, United Way, community centers

CHILD CARE AND ELDER SERVICES II

MODULE: ENTREPRENEURSHIP

TOPICS	CONTENT STANDARDS
	Students will:
Definition	39. Define entrepreneurship.
Operation of a Business	40. Identify factors that affect the operation of a business. - Responsibility of employer to employees - Overhead - Reports - Productivity - Customer satisfaction - Merchandising - Budgeting - Laws - Regulations
Starting a Business	41. Discuss factors to be considered when starting a small business. Examples: need, type of ownership, permits, location, financing, marketing, maintenance

CHILD CARE AND ELDER SERVICES II

MODULE: JOB PROCUREMENT SKILLS

TOPICS	CONTENT STANDARDS
	Students will:
Rights and Responsibilities	42. Understand employer rights and responsibilities. Examples: confirmed wages, safe conditions, proper training, policy statements, work evaluations, job description, termination notification, honest relationship, proper respect
	43. Interpret employee rights and responsibilities. Examples: follow directions, accept criticism, use time wisely, be dependable, be professional, show respect, give job departure notice
Labor Laws	44. Understand labor laws. - Hours - Working conditions - Wages
	45. Identify legal documents that are often required for employment. Examples: birth certificate, health forms, Social Security card, W-4 form
Financial Benefits	46. Analyze advantages and disadvantages of working by the hour or working for a set salary. - Gross income - Net income - Payment methods
	47. Identify deductions withheld from an employee's check. Examples: taxes, Social Security, retirement benefits, insurance, savings, dues, charities

MODULE: JOB PROCUREMENT SKILLS

TOPICS	CONTENT STANDARDS
Financial Benefits (continued)	Students will: 48. Describe fringe benefits frequently given to an employee by an employer. - Insurance plan - Vacation time - Sick leave - Retirement plan - Investment plan - Child care services - Clothing allowance

FOOD PRODUCTION AND MANAGEMENT SERVICES I

Grade Eleven

The Food Production and Management Services program is a two-year program offered to students interested in performing basic food production and management skills in both the "back-of-the house" and "front-of-the house" in commercial and institutional food service establishments. This Level I course is a prerequisite to the Level II course and includes the study of the food service industry and employment opportunities from entry to professional levels. Through the school-based laboratory, students learn sanitation and safety procedures, nutrition and meal planning, quantity food preparation, and presentation and service of food in the course. Emphasis is placed on both team work and individual responsibilities during production work activities. Leadership development concepts and Future Homemakers of America (HERO) as an instructional system are taught as an integral part of this course. Supervised practical experiences are required in Level I.

The following are suggested career options for students selecting the Culinary Arts and Food Services career major: assistant chef, executive chef, associate food technologist, baker, butcher, cafeteria cook or attendant, caterer, food chemist, city health inspector, consumer affairs specialist, cook, consumer journalist, dietitian, dining room attendant, federal food inspector, food photographer, food processing worker, food product demonstrator, food service manager, food service sales representative, food stylist, food taster, food analyst, gourmet cook, magazine food editor, maitre d', nutritionist, restaurant manager, test kitchen specialist, or inspector.

MODULE: FOOD SERVICE

TOPICS	CONTENT STANDARD
	Students will:
Effects on Society	1. Understand the effects of the food service industry on American life. Examples: entertainment, growth of businesses, jobs, public needs
Trends	2. Recognize trends that affect the food service industry. Examples: increasing number of women working, travelers, single parents, population shifts, technology
Units and Operations	3. Identify the types of food service units and operations.
Personal Characteristics	4. Adopt personal characteristics essential for success in the food service industry. Examples: cleanliness, courtesy, pride in work, positive attitude

FOOD PRODUCTION AND MANAGEMENT SERVICES I

MODULE: SANITATION AND SAFETY

TOPICS	CONTENT STANDARDS
	Students will:
Sanitation Practices	5. Practice personal hygiene habits that are necessary when working with food.
	6. Recognize sanitation laws and regulations that affect food service facilities.
	7. Identify microorganisms that promote food spoilage and cause food-borne illnesses.
	8. Practice sanitation procedures in washing dishes, flatware, and equipment.
	9. Use sanitation procedures for receiving, preparing, storing, and serving food.
	10. Recognize ecological implications when using a variety of products. Examples: aluminum foil, styrofoam, biodegradable detergents, plastics, pesticides
Safety Procedures	11. Identify and adhere to safety laws, regulations, and practices to prevent injuries.
	12. Identify proper procedures in handling life-threatening emergencies. Examples: fires, choking, severe burns

FOOD PRODUCTION AND MANAGEMENT SERVICES I

MODULE: NUTRITION AND MEAL PLANNING

TOPICS	CONTENT STANDARDS
	Students will:
Nutrition	13. Understand the functions of food in relation to health and wellness.
	14. Identify nutrition-related health problems and diseases.
	15. Understand individual and family dietary needs throughout the life cycle.
	16. Assess foods for their nutritive value.
Meal Planning	17. Use the Food Guide Pyramid and Percent Daily Values to make decisions about menu planning and food choices.

FOOD PRODUCTION AND MANAGEMENT SERVICES I

MODULE: QUANTITY FOOD PREPARATION

TOPICS	CONTENT STANDARDS
	Students will:
Tools and Equipment	18. Demonstrate the safe use and care of tools and equipment used in the food service industry.
	19. Identify the materials used to construct food service tools and equipment. Examples: stainless steel, aluminum, copper, iron, brass, plastics
Principles of Quantity Food Preparation	20. Explain the importance of retaining nutrients when preparing and handling foods.
	21. Demonstrate the scientific principles and methods of preparing foods in quantity. - Quick breads - Cakes - Cookies - Pies - Garnishes - Salads - Salad dressings - Meats - Vegetables - Desserts - Beverages - Fruits - Eggs
	22. Follow food storage and food safety principles.

FOOD PRODUCTION AND MANAGEMENT SERVICES I

MODULE: QUANTITY FOOD PREPARATION

TOPICS	CONTENT STANDARDS
	Students will:
Work Simplification Procedures	23. Plan work schedules using work simplification procedures.
Portion and Cost Control	24. Practice accurate food portioning and cost control.
Technology	25. Discuss the impact of technology on food preparation. Examples: irradiation, freeze drying
	26. Explain the impact of technology on food production. Examples: computers, microwave ovens, convection ovens
	27. Utilize technology in food production.

FOOD PRODUCTION AND MANAGEMENT SERVICES I

MODULE: PRESENTATION AND SERVICE

TOPICS	CONTENT STANDARDS
	Students will:
Table Setting and Service	28. Set tables for various types of service and menus. Examples: seated, cafeteria, buffet, short order
	29. Demonstrate table setting and service skills utilized when serving customers.
Food Merchandising	30. Use various methods of displaying, garnishing, and serving foods.
Technology	31. Evaluate the impact of technology on food presentation and service.

FOOD PRODUCTION AND MANAGEMENT SERVICES I

MODULE: CAREER DEVELOPMENT

TOPICS	CONTENT STANDARDS
	Students will:
Career Decisions	32. Identify factors to consider in making career decisions. - Job trends - Personal interests - Aptitudes/skills - Appropriate skills - Opportunities for advancement - Working conditions - Education and training
Employment Seeking Skills	33. Describe ways to locate and secure a job. - Job leads - Employment tests - Résumés - Application forms - Letters of application - Interviews for jobs and/or positions - Job possibility follow-up
	34. Compare personal characteristics and qualifications needed for various food production and management services careers.
	35. Assess personal employment potential.
Employment Success Skills	36. Discuss the meaning and importance of attitude when seeking employment.
	37. Exhibit employee characteristics and work habits associated with job success. Examples: adaptability, cooperation, courtesy, dependability, enthusiasm, honesty, initiative, loyalty, patience, self-control, tact, appearance, attitude, professionalism

FOOD PRODUCTION AND MANAGEMENT SERVICES II

Grade Eleven or Twelve

Food Production and Management Services II is offered as a follow-up to the Level I prerequisite course. This course is for students interested in the preparation and/or service of food for restaurants, cafeterias, institutions, or other food industries. Students acquire an advanced level of skills introduced in Level I in addition to instruction on management techniques, nutrition, advanced quantity food production and presentation, specialized food preparation, catering, food safety, and entrepreneurship. The school-based laboratory provides the essential knowledge and skills to be competent in the food services industry. Leadership development content standards and Future Homemakers of America (HERO) as an instructional system are taught and expanded in Level II. Supervised practical experiences are required in this Level II course.

The following are suggested career options available for students selecting the Culinary Arts and Food Services career major: assistant chef, executive chef, associate food technologist, baker, butcher, cafeteria cook or attendant, caterer, food chemist, city health inspector, consumer affairs specialist, cook, consumer journalist, dietitian, dining room attendant, federal food inspector, food photographer, food processing worker, food product demonstrator, food service manager, food service sales representative, food stylist, food taster, food analyst, gourmet cook, magazine food editor, maitre d', nutritionist, restaurant manager, test kitchen specialist, or inspector.

MODULE: MANAGEMENT

TOPICS	CONTENT STANDARDS
	Students will:
Portion Control and Precosting	1. Understand the relationship of portion control, business profit, and consumer satisfaction.
	2. Use standard weights and measures to control portions and cost.
	3. Calculate cost per serving of food items.
Recipes, Conversions, and Adjustments	4. Calculate the measurements for increasing and decreasing recipes accurately.
Principles of Purchasing	5. Recognize the importance of complying with state and federal regulations when purchasing food.
	6. Describe appropriate procedures for purchasing and receiving supplies and food.
Inventory Control	7. Complete an inventory of food and supplies for a food service establishment.

FOOD PRODUCTION AND MANAGEMENT SERVICES II

MODULE: MANAGEMENT

TOPICS	CONTENT STANDARDS
	Students will:
Storage Procedures	8. Apply the appropriate procedures for storing foods and supplies.
Technology	9. Analyze the use of technology in financial management and standardization of food service operations.

FOOD PRODUCTION AND MANAGEMENT SERVICES II

MODULE: NUTRITION

TOPICS	CONTENT STANDARDS
	Students will:
Nutrition and Meal Planning	10. Evaluate menus according to the principles of nutrition.
	11. Recognize nutritional needs of individuals for specific stages in the life cycle.
	12. Prepare menus for specialty meals that are nutritionally adequate, aesthetically satisfying, and meet special needs of the customer.
Technology	13. Recognize the impact of technology in determining the nutritional value of food.

FOOD PRODUCTION AND MANAGEMENT SERVICES II

MODULE: QUANTITY FOOD PREPARATION AND PRESENTATION

TOPICS	CONTENT STANDARDS
	Students will:
Food Preparation	14. Evaluate recipes for clarity, completeness, and preparation cost.
	15. Follow scientific principles of cookery in preparation of quantity food. - Yeast breads - Pastries - Meats - Pasta and grains - Soups and sauces - Sandwiches - Eggs - Casseroles
	16. Practice work simplification techniques in preparing foods in quantity.
	17. Describe principles and techniques for handling emergencies and/or problems associated with food preparation.
Garnishing and Presentation	18. Differentiate between acceptable and unacceptable prepared food.
	19. Prepare, garnish, and serve food with variety and appeal.

FOOD PRODUCTION AND MANAGEMENT SERVICES II

MODULE: SPECIALIZED FOOD PREPARATION

TOPICS	CONTENT STANDARDS
	Students will:
Catering	20. Plan and cater food for various occasions.
	21. Analyze factors that affect the catering business. - Menus - Financial operations - Skills - Work records - Type of service
Cake Decorating	22. Identify equipment used in cake decorating.
	23. Demonstrate cake decorating techniques.
Ethnic Cuisine	24. Prepare typical foods served in different countries.
Short-Order Cooking	25. Exhibit skills needed for efficient and safe fast-food cooking and service.
Technology	26. Utilize technology available for specialized food preparation.

FOOD PRODUCTION AND MANAGEMENT SERVICES II

MODULE: ENTREPRENEURSHIP

TOPICS	CONTENT STANDARDS
	Students will:
Definition	27. Define entrepreneurship.
Operation of a Business	28. Identify factors that affect the operation of a business. - Responsibility of employer to employees - Overhead - Reports - Productivity - Customer satisfaction - Merchandising - Budgeting - Laws - Regulations
Starting a Business	29. Discuss factors to be considered when starting a small business. Examples: need, type of ownership, permits, location, financing, marketing, maintenance

FOOD PRODUCTION AND MANAGEMENT SERVICES II

MODULE: JOB PROCUREMENT SKILLS

TOPICS	CONTENT STANDARDS
	Students will:
Rights and Responsibilities	30. Understand employer rights and responsibilities Examples: confirmed wages, safe conditions, proper training, policy statements, work evaluations, job description, termination notification, honest relationship, proper respect
	31. Interpret employee rights and responsibilities. Examples: follow directions, accept criticism, use time wisely, be dependable, be professional, show respect, give job departure notice
Labor Laws	32. Understand labor laws. - Hours - Working conditions - Wages
	33. Identify legal documents that are often required for employment. Examples: birth certificate, health forms, Social Security card, W-4 form
Financial Benefits	34. Analyze advantages and disadvantages of working by the hour or working for a set salary. - Gross income - Net income - Payment methods
	35. Identify deductions withheld from an employee's check. Examples: taxes, Social Security, retirement benefits, insurance, savings, dues, charities

MODULE: JOB PROCUREMENT SKILLS

TOPICS	CONTENT STANDARDS
	Students will:
Financial Benefits (continued)	36. Describe fringe benefits frequently given to an employee by an employer. - Insurance plan - Vacation time - Sick leave - Retirement plan - Investment plan - Child care services - Clothing allowance

HOSPITALITY, FAMILY, AND COMMUNITY SERVICES I

Grade Ten or Eleven

Hospitality, Family, and Community Services is a two-year program designed for students who are interested in pursuing a career in an occupation that provides services to the family or community. Through the school-based laboratory, students learn knowledge and skills related to the Hospitality Industry, Family Services Industry, and Institutional Maintenance Industry. Instruction is provided on business structure, client relationships, career development, and basic knowledge and skills relating to the three career options. Level I is a prerequisite to Level II. Leadership development concepts and Future Homemakers of America (HERO) as an instructional system are taught as an integral part of this course. Supervised practical experiences are required in Level I.

The following are suggested career options available to students selecting the Hospitality, Family, and Community Services career major: assistant chef, cook, food service manager, food service supervisor, head server, menu planner, caterer, restaurant manager, restaurant owner, homemaker aide, companion for the elderly, after-school-care provider, family daycare provider, institutional housekeeper, hospital cleaner, laundry attendant, visiting homemaker, night housekeeper, carpet-cleaning specialist, or household-product technician.

MODULE: BUSINESS STRUCTURE

TOPICS	CONTENT STANDARDS
	Students will:
Organizational Structure, Policies, and Procedures	1. Explain the importance of goals, policies, and procedures to the organizational structure of a business.
	2. Describe organizational procedures that influence the structure of a business. - Operating procedures - Job performance standards
	3. Identify factors that relate to organizational policies of a business. Examples: ethics, employee orientation, probation period, attendance, performance appraisal, disciplinary action, dismissal, resignation
Work Schedule	4. Explain how work schedules are used to manage employee work assignments.

HOSPITALITY, FAMILY, AND COMMUNITY SERVICES I

MODULE: BUSINESS STRUCTURE

TOPICS	CONTENT STANDARDS
Employee Compensation	Students will: 5. Describe methods used to compensate employees. - Minimum wage - Straight salary - Incentives - Vacation - Sick leave

HOSPITALITY, FAMILY, AND COMMUNITY SERVICES I

MODULE: MAINTAINING CLIENT RELATIONSHIPS

TOPICS	CONTENT STANDARDS
	Students will:
Employee Characteristics	6. Exhibit employee characteristics that create and maintain good client relationships. Examples: friendliness, cheerfulness, courtesy, tact, positive attitudes
Customer Service	7. Describe customer needs related to hospitality, family, and community services. 8. Identify strategies to meet the needs of customers. 9. Identify methods of handling customer complaints effectively.

MODULE: HOSPITALITY SERVICES I

TOPICS	CONTENT STANDARDS
	Students will:
Hospitality Services Industry	10. Describe the need for workers in the hospitality services industry.
	11. Identify career options in the hospitality services industry.
Food and Beverage Operations	12. Identify the types of food and beverage operations provided by the food service industry. - Cafeterias - Catering service - Fast-food restaurants - Home-delivery service - Restaurants - Room service
	13. Describe the types of services used in food and beverage establishments. - Counter service - Seated service - Self-service - Trayline or cafeteria service - Room service
	14. Understand government regulations, codes, and standards for food and beverage operations.
Safety and Sanitation	15. Identify major causes of job-related accidents.
	16. Describe procedures used in fire and medical emergencies.
	17. Identify food safety procedures used in the food service industry.
	18. Utilize appropriate sanitary procedures. - Washing dishes, flatware, and equipment - Receiving, preparing, storing, and serving food and beverages - Personal hygiene

HOSPITALITY, FAMILY, AND COMMUNITY SERVICES I

MODULE: HOSPITALITY SERVICES I

TOPICS	CONTENT STANDARDS
	Students will:
Departmental Functions	19. Explain the functions and duties of the hospitality food staff and beverage division. - Kitchen staff - Restaurant staff - Banquet department - Beverage department - Room service department
Purchasing, Receiving, Inspecting, and Storing Food	20. Explain the procedures for purchasing, receiving, inspecting, and storing supplies, equipment, and food needed for hospitality services operations.
Food Service Equipment	21. Use food service equipment safely in preparing food.
Technology	22. Utilize technology in food preparation and services.

HOSPITALITY, FAMILY, AND COMMUNITY SERVICES I

MODULE: FAMILY SERVICES I

TOPICS	CONTENT STANDARDS
	Students will:
Family Services	23. Discuss the need for workers in family services.
	24. Identify career opportunities in family services. - Homemaker - Personal care worker - Professional home care assistant - Companion to the elderly - Consultant to homemaker - Personal shopper - Home visitation worker
Career Challenges	25. Identify career adjustments needed when working as a professional family care assistant. - Work hours - Assignments - Work settings - Instructions and policies
	26. Identify responsibilities of a professional family care assistant. - Personal care - Routine home care - Special home care services
	27. Recognize the need for accurate observation reporting and documentation as an important task for a professional family care assistant.
	28. Understand individual, family, and cultural differences a professional family care assistant may encounter on the job.
Human Development	29. Identify basic human needs.
	30. Describe the stages of human development.
	31. Identify characteristics of the aging process.
	32. Identify personal, mental, emotional, and social adjustments that are necessary during the aging process.

MODULE: FAMILY SERVICES I

TOPICS	CONTENT STANDARDS
	Students will:
Safety in the Home	33. Practice safety rules and procedures for the various areas of a private home or care facility.
	34. Describe fire emergency procedures.
	35. Identify potentially hazardous conditions in the home.
Principles of Household Management	36. Apply principles involved in household management. - Planning - Organization - Resource management - Work simplification - Use and care of equipment in the home - Technology
Home Maintenance	37. Demonstrate tasks necessary for kitchen maintenance and cleaning. - Disposing of garbage - Dishwashing - Wiping surfaces - Cleaning floors - Cleaning cabinets and drawers - Storing cleaning supplies
	38. Demonstrate tasks necessary for bathroom maintenance and cleaning. - Sink - Tub/shower - Commode - Bathroom floor - Laundry hamper

HOSPITALITY, FAMILY, AND COMMUNITY SERVICES I

MODULE: INSTITUTIONAL MAINTENANCE I

TOPICS	CONTENT STANDARDS
	Students will:
Institutional Maintenance	39. Recognize the role housekeeping plays in the success of a business.
	40. Discuss the need for workers in the institutional maintenance industry.
	41. Identify businesses or institutions that provide career opportunities in institutional maintenance. - Health care - Hospitality services - Public establishments - Private establishments - Educational institutions - Contract cleaning services - Entrepreneurship
Safety and Sanitary Procedures	42. Apply safety practices in using and storing equipment and cleaning supplies.
	43. Describe techniques for maintaining a sanitary environment.
Equipment	44. Demonstrate the use and care of small housekeeping equipment. - Carpet sweepers - Brooms - Dust pans - Brushes - Sponges - Dust cloths - Feather dusters - Dust mops - Wet mops - Mop buckets/wringers - Squeegees - Spray bottles
	45. Utilize technology available for institutional maintenance.

HOSPITALITY, FAMILY, AND COMMUNITY SERVICES I

MODULE: INSTITUTIONAL MAINTENANCE I

TOPICS	CONTENT STANDARDS
	Students will:
Housekeeping Supplies	46. Demonstrate the use of appropriate housekeeping products and supplies. - Soaps - Detergents - Stain removers - Cleaners - Disinfectants - Deodorants - Polishes - Carpet spotting kits
Housekeeping Procedures	47. Demonstrate appropriate care procedures used in housekeeping. - Floors - Ceilings - Walls - Furniture - Windows - Furnishings - Office equipment 48. Utilize technology in completing housekeeping tasks.

HOSPITALITY, FAMILY, AND COMMUNITY SERVICES I

MODULE: CAREER DEVELOPMENT

TOPICS	CONTENT STANDARDS
	Students will:
Career Decisions	49. Identify factors to consider in making career decisions. - Job trends - Personal interests - Aptitudes/skills - Appropriate skills - Opportunities for advancement - Working conditions - Education and training
Employment Seeking Skills	50. Describe ways to locate and secure a job. - Job leads - Employment tests - Résumés - Application forms - Letters of application - Interviews for jobs and/or positions - Job possibility follow-up 51. Compare personal characteristics and qualifications needed for various in hospitality, family, and community services. 52. Assess personal employability potential.
Employment Success Skills	53. Discuss the meaning and importance of attitude when seeking employment. 54. Exhibit employee characteristics and work habits associated with job success. Examples: adaptability, cooperation, courtesy, dependability, enthusiasm, honesty, initiative, loyalty, patience, self-control, tact, appearance, attitude, professionalism

HOSPITALITY, FAMILY, AND COMMUNITY SERVICES II

Grade Eleven or Twelve

Hospitality, Family, and Community Services II provides learning experiences for students to acquire more advanced skills in the career options of Hospitality Services, Family Services, and Institutional Maintenance. Rights and responsibilities of employer and employee, labor laws, and financial benefits are concepts also included in the course content. Through the school-based laboratory, students are provided with the essential knowledge and skills to be competent in hospitality, family, and community services. Leadership development content standards and Future Homemakers of America (HERO) as an instructional system are taught and expanded in Level II. Supervised practical experiences are required in Level II. Level I is a prerequisite for Level II.

The following are suggested career options available for students selecting the Hospitality, Family, and Community Services career major: assistant chef, cook, food service manager, food service supervisor, head server, menu planner, caterer, restaurant manager, restaurant owner, homemaker aide, companion for the elderly, after-school-care provider, family daycare provider, institutional housekeeper, hospital cleaner, laundry attendant, visiting homemaker, night housekeeper, carpet-cleaning specialist, or household-product technician.

MODULE: HOSPITALITY SERVICES II

TOPICS	CONTENT STANDARDS
	Students will:
Legal and Professional Considerations	1. Apply policies and regulations that affect food and beverage operations. - Rights and duties - Federal agencies - State agencies - Liability
Management Principles	2. Understand the role of ethics in successful employment. 3. Understand the importance of controlling food, beverage, supplies, and labor costs. 4. Recognize the need for production and quality control. 5. Describe ways to control menu costs. 6. Understand the importance of inventory control. 7. Follow work simplification principles.

MODULE: HOSPITALITY SERVICES II

TOPICS	CONTENT STANDARDS
	Students will:
Quality Food Production	8. Describe the purposes and uses of menus.
	9. Use standardized recipes.
	10. Explain how menu specifications are used by food service operations.
	11. Recognize how convenience foods are used by food service operations. - Canned - Dehydrated - Dried - Freeze-dried - Fresh - Frozen - Vacuum-packaged
	12. Utilize technology in food preparation.
	13. Apply cooking principles to quantity food production.
	14. Demonstrate food portioning procedures.
Sanitation Standards	15. Practice safe holding and storage techniques for food.
	16. Identify food-borne illnesses that are caused by improper handling, cooking, and storage of food.
	17. Exhibit good personal hygiene practices.
	18. Demonstrate correct dishwashing procedures.
	19. Describe correct methods for cleaning and sanitizing equipment, maintaining the facility, and controlling pests.
Food Presentation Techniques	20. Understand the importance of attractive food presentation.
	21. Demonstrate correct procedures for plating food.

MODULE: HOSPITALITY SERVICES II

TOPICS	CONTENT STANDARDS
	Students will:
Food Presentation Techniques (continued)	22. Demonstrate techniques for garnishing food and beverages.
	23. Demonstrate correct packaging techniques for fast-food and takeout food.
	24. Utilize technology in food presentation.
Food Server Techniques	25. Demonstrate correct procedures for greeting customers.
	26. Demonstrate the procedures for presenting menus to customers.
	27. Demonstrate correct procedures for writing, placing, and picking up orders.
	28. Demonstrate correct procedures for serving food and beverages.
	29. Demonstrate correct procedures for completing side work.
	30. Recognize the importance of cooperating with co-workers.
	31. Demonstrate banquet service techniques.

HOSPITALITY, FAMILY, AND COMMUNITY SERVICES II

MODULE: FAMILY SERVICES II

TOPICS	CONTENT STANDARDS
	Students will:
Sanitation in the Home	32. Identify microorganisms that spread disease.
	33. Describe infection-control techniques that fight the spread of germs.
	34. Understand the importance of keeping the home environment clean.
	35. Apply aseptic techniques for infection control in daily living.
Nutrition	36. Recognize the important relationship of nutrition to health and wellness throughout the life cycle.
Meal Planning	37. Use the Food Guide Pyramid, Dietary Guidelines for Americans, and Percent Daily Values in planning nutritious meals.
	38. Recognize factors that influence eating habits.
Meal Preparation	39. Identify guidelines for buying food.
	40. Describe procedures for storing food.
	41. Demonstrate ways to prepare meals that maintain the nutrient quality, appearance, and safety of food.
Laundry	42. Demonstrate proper laundering techniques. - Sorting - Washing - Drying - Ironing - Mending - Stain removal

HOSPITALITY, FAMILY, AND COMMUNITY SERVICES II

MODULE: FAMILY SERVICES II

TOPICS	CONTENT STANDARDS
	Students will:
Daily Care Procedures	43. Practice procedures for assisting with daily hygiene care. - Oral hygiene - Shaving - Dressing - Undressing - Nail care - Shampooing - Hair care - Bathing - Feeding
Technology	44. Utilize technology in completing household management and daily care tasks.

HOSPITALITY, FAMILY, AND COMMUNITY SERVICES II

MODULE: INSTITUTIONAL MAINTENANCE II

TOPICS	CONTENT STANDARDS
	Students will:
Safety Policies	45. Understand health polices related to communicable diseases, drug tests, and smoking.
	46. Identify methods for preventing and extinguishing fires.
	47. Understand procedures to follow when disasters occur.
Large Equipment	48. Demonstrate the use and care of large housekeeping equipment. - Housekeeping carts - Trash containers - Convertible shelving carts - Vacuum cleaners - Rotary floor machines - Extraction machines - Wall-washing machines
	49. Utilize technology in performing housekeeping tasks.
Housekeeping Procedures	50. Use the management process in planning household tasks. - Planning - Controlling - Implementing - Evaluating
	51. Demonstrate appropriate housekeeping procedures for various areas in public and private facilities. - Public areas - Offices - Classrooms - Guest rooms - Patient rooms - Kitchens - Dining areas - Restrooms

HOSPITALITY, FAMILY, AND COMMUNITY SERVICES II

MODULE: INSTITUTIONAL MAINTENANCE II

TOPICS	CONTENT STANDARDS
	Students will:
Entering and Exiting Cleaning Areas	52. Demonstrate procedures for entering and exiting cleaning areas.
	53. Identify the types of reports and records maintained by housekeeping personnel.
	54. Recognize the importance of housekeeping personnel following security policies.
Laundry Procedures	55. Demonstrate laundry tasks using commercial laundry equipment and industrial laundry products.
	56. Utilize technology in performing laundry procedures.
Linens	57. Demonstrate procedures for folding, storing, and handling linens and clothing in health care and hospitality services facilities.
	58. Demonstrate procedures for mending and recycling linens.

HOSPITALITY, FAMILY, AND COMMUNITY SERVICES II

MODULE: ENTREPRENEURSHIP

TOPICS	CONTENT STANDARDS
	Students will:
Definition	59. Define entrepreneurship.
Operation of a Business	60. Identify factors that affect the operation of a business. - Responsibility of employer to employees - Overhead - Reports - Productivity - Customer satisfaction - Merchandising - Budgeting - Laws - Regulations
Starting a Business	61. Discuss factors to be considered when starting a small business. Examples: need, type of ownership, permits, location, financing, advertising, maintenance

HOSPITALITY, FAMILY, AND COMMUNITY SERVICES II

MODULE: JOB PROCUREMENT SKILLS

TOPICS	CONTENT STANDARDS
	Students will:
Rights and Responsibilities	62. Understand employer rights and responsibilities. Examples: confirmed wages, safe conditions, training, policy statements, work evaluations, job description, termination notification, honest relationship, respect
	63. Interpret employee rights and responsibilities. Examples: follow directions, accept criticism, use time wisely, be dependable, be professional, show respect, give job departure notice
Labor Laws	64. Understand labor laws. - Hours - Working conditions - Wages
	65. Identify legal documents that are often required for employment. Examples: birth certificate, health forms, Social Security card, W-4 form
Financial Benefits	66. Analyze advantages and disadvantages of working by the hour or working for a set salary. - Gross income - Net income - Payment methods

MODULE: JOB PROCUREMENT SKILLS

TOPICS	CONTENT STANDARDS
Financial Benefits (continued)	Students will: 67. Identify deductions withheld from an employee's check. Examples: taxes, Social Security, retirement benefits, insurance, savings, dues, charities 68. Describe fringe benefits frequently given to an employee by an employer. - Insurance plan - Vacation time - Sick leave - Retirement plan - Investment plan - Child care services - Clothing allowance

FAMILY AND CONSUMER SCIENCES COOPERATIVE EDUCATION I

Grade Eleven or Twelve

Family and Consumer Sciences Cooperative Education I is a course offered to students interested in obtaining skills in one of the four Career Preparation program career majors through related classroom instruction and on-the-job training. Together with the on-the-job-training sponsor and the student, the teacher-coordinator develops an individualized training plan that identifies learning experiences designed to meet the student's occupational objective. The training plan outlines the sequential classroom instruction and on-the-job training a student is to receive. Family and Consumer Sciences Cooperative Education I is a prerequisite to Family and Consumer Sciences Cooperative Education II. This course includes the study of school-to-career transition skills and an in-depth study of the student's selected career major. Leadership development concepts and Future Homemakers of America (HERO) as an instructional system are taught as an integral part of this course.

All students enrolled in this course will meet content standards identified in the School-to-Career Transition Skills Module. Additional content standards are identified based on the Career Preparation program career major selected by the student. These content standards are included in the Level I course that relates to the student's career major. Apparel and Home Interiors, Child and Elder Care, Culinary Arts and Food Services career majors, and career options available in the Hospitality, Family, and Community Services career major may be taught through cooperative education courses.

CAREER MAJOR REQUIRED CONTENT STANDARDS

(The content standards listed below must be included in related study and/or on-the-job training for the specified career major selected by the student.)

CAREER MAJOR	COURSE AND REQUIRED CONTENT STANDARDS
APPAREL AND HOME INTERIORS	**APPAREL AND HOME INTERIOR SERVICES I** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 16, 18, 20, 21, 22, 23, 24, 25, and 26
CHILD AND ELDER CARE	**CHILD CARE AND ELDER SERVICES I** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 42, 43, 44, 45, 46, and 47
CULINARY ARTS AND FOOD SERVICES	**FOOD PRODUCTION AND MANAGEMENT SERVICES I** 1, 2, 3, 4, 5, 6, 8, 9, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 27, 28, 29, and 30
HOSPITALITY, FAMILY, AND COMMUNITY SERVICES	**HOSPITALITY, FAMILY, AND COMMUNITY SERVICES I**
Hospitality Services Career Option	1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, and 22
Family Services Career Option	1, 3, 4, 5, 6, 7, 8, 9, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, and 38
Institutional Maintenance Career Option	1, 3, 4, 5, 6, 7, 8, 9, 39, 40, 41, 42, 43, 44, 45, 46, 47, and 48

FAMILY AND CONSUMER SCIENCES COOPERATIVE EDUCATION I

MODULE: SCHOOL-TO-CAREER TRANSITION SKILLS I

TOPICS	CONTENT STANDARDS
	Students will:
Operation and Procedures	1. Describe benefits of the Family and Consumer Sciences co-op program.
	2. Follow local board, school, and program rules, regulations, and requirements.
	3. Discuss workplace issues. - Social Security - Worker's Compensation - Unemployment Compensation - Withholding Certificates
	4. Complete all appropriate forms and records necessary to work.
	5. Demonstrate appropriate employer-employee relations.
Safety on the Job	6. Apply safety rules, regulations, and procedures on the job.
Human Relations	7. Develop effective human relations skills when working with employees, employers, customers, co-workers, and supervisors.
Communication	8. Practice appropriate communication skills. - Employee-Employer - Customer
Personal Management	9. Develop personal management skills related to finances.
Technology	10. Utilize computers and software programs to enhance school-to-career transition skills and knowledge in the selected career major.

FAMILY AND CONSUMER SCIENCES COOPERATIVE EDUCATION I

MODULE: SCHOOL-TO-CAREER TRANSITION SKILLS I

TOPICS	CONTENT STANDARDS
	Students will:
Career Development	11. Identify career options available in Family and Consumer Sciences.
	12. Recognize characteristics and qualifications needed for Family and Consumer Sciences careers.
	13. Assess employment potential.
Job Seeking Skills	14. Understand the relationship among attitudes, teamwork, and productivity.
	15. Practice appropriate manners, grooming, and dress for successful employment.
	16. Apply skills necessary to locate and secure a job. - Job leads - Employment tests - Résumés - Application forms - Letters of application - Interviews for jobs and/or positions - Job possibility follow-up
	17. Exhibit work habits and personal characteristics associated with job success. Examples: dependability, punctuality, pride, loyalty
Work-Based Learning I	18. Complete related instruction for the selected career major in Family and Consumer Sciences.
	19. Perform tasks as outlined in the training plan for the selected career major in Family and Consumer Sciences.

FAMILY AND CONSUMER SCIENCES COOPERATIVE EDUCATION II

Grade Twelve

Family and Consumer Sciences Cooperative Education II course is offered as a follow-up to the prerequisite Level I course. This course enables students to acquire a more advanced level of skill in their selected Career Preparation program career major through continued on-the-job training and related classroom instruction. Students are also introduced to the concepts of independent living skills, entrepreneurship, and career planning. This course allows the student to make a smooth transition from school to career. Level I is a prerequisite to Level II. Leadership development content standards and Future Homemakers of America (HERO) as an instructional system are taught and expanded in Level II.

All students enrolled in this course will meet content standards included in the School-to-Career Transition Skills Module. Additional content standards are identified based on the Career Preparation program career major selected by the student. These content standards are included in the Level II course that relates to the student's career major. Students may co-op in Apparel and Home Interiors, Child and Elder Care, Culinary Arts and Food Services, and one of the career options available in Hospitality, Family, and Community Services.

CAREER MAJOR REQUIRED CONTENT STANDARDS

(The content standards listed below must be included in related-instruction and on-the-job training for the specified career major selected by the student.)

CAREER MAJOR	COURSE AND REQUIRED CONTENT STANDARDS
APPAREL AND HOME INTERIORS	**APPAREL AND HOME INTERIOR SERVICES II** 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, and 30
CHILD AND ELDER CARE	**CHILD CARE AND ELDER SERVICES II** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 15, 16, 17, 18, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 37, and 38
CULINARY ARTS AND FOOD SERVICES	**FOOD PRODUCTION AND SERVICES II** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 25, and 26
HOSPITALITY, FAMILY, AND COMMUNITY SERVICES	**HOSPITALITY, FAMILY, AND COMMUNITY SERVICES II**
Hospitality Services Career Option	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, and 31
Family Services Career Option	32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, and 44
Institutional Maintenance Career Option	45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, and 58

FAMILY AND CONSUMER SCIENCES COOPERATIVE EDUCATION II

MODULE: SCHOOL-TO-CAREER TRANSITION SKILLS II

TOPICS	CONTENT STANDARDS
	Students will:
Personal Management	1. Develop independent living skills needed to live on their own. Examples: selecting a place to live, buying insurance, buying a car, managing finances, shopping for food and clothing
Technology	2. Explain the use of technology in the workplace.
Career Development	3. Exhibit job keeping skills needed to maintain a job.
	4. Make job and/or career decisions. - Job trends - Personal interests - Aptitudes - Appropriate skills - Opportunities for advancement - Working conditions - Education and/or training
	5. Explore career options available after high school.
Entrepreneurship	6. Interpret the meaning of entrepreneurship.
	7. Understand various aspects of the operation of a business. - Responsibility of employers to employees - Overhead - Reports - Productivity - Customer satisfaction - Budgeting - Laws - Regulations
	8. Recognize steps involved in starting a small business. Examples: need, type of ownership, permits, location, finances, marketing, maintenance

FAMILY AND CONSUMER SCIENCES COOPERATIVE EDUCATION II

MODULE: SCHOOL-TO-CAREER TRANSITION SKILLS II

TOPICS	CONTENT STANDARDS
Work-Based Learning II	Students will: 9. Complete related instruction for the selected career major in Family and Consumer Sciences. 10. Perform tasks as outlined in the training plan for the selected career major in Family and Consumer Sciences.

LEADERSHIP DEVELOPMENT MODULE

Integrated into all Course Offerings

Leadership development content standards are integrated into each course offering in the Family and Consumer Sciences program. Due to the varying entry points of students enrolling in courses, it is necessary for the same leadership development content standards to be identified for each course. Topics, content standards, and FHA/HERO project development experiences are selected by the teacher based on their appropriateness to the developmental level of students and the content of the course. The concepts of leadership, organization, communication, FHA/HERO, and project development are emphasized in the module. Future Homemakers of America is taught as the instructional system designed to accomplish many of the leadership development content standards. FHA/HERO is an important component of the module because it promotes ownership in the Family and Consumer Sciences program by students, administrators, and the community.

MODULE: LEADERSHIP DEVELOPMENT

TOPICS	CONTENT STANDARDS
	Students will:
Leadership	1. Define leadership.
	2. Describe characteristics of effective leadership.
Communication	3. Use communication skills in working with individuals, family, and community groups.
	4. Demonstrate sportsmanship and citizenship when interacting with others.
Organizational Skills	5. Demonstrate the ability to plan, organize, and conduct an activity or meeting.
	6. Utilize parliamentary procedure in planning and conducting meetings.
Project Development	7. Plan, organize, and complete individual or group projects.
	8. Participate in individual, group, and community projects.

LEADERSHIP DEVELOPMENT CONTENT STANDARDS

MODULE: LEADERSHIP DEVELOPMENT

TOPICS	CONTENT STANDARDS
Project Development (continued)	Students will: 9. Complete a community service project. Examples: recycling, helping elderly, volunteer nursing home visitor, transportation safety lessons, gift of reading, child safety lessons, student body/nutrition lessons, etiquette lessons

LEADERSHIP DEVELOPMENT CONTENT STANDARDS

MODULE: FUTURE HOMEMAKERS OF AMERICA

TOPICS	CONTENT STANDARDS
	Students will:
FHA/HERO	10. Recognize the benefits of organizational membership.
	11. Explain the goals and purposes of FHA/HERO.
	12. Exhibit character traits that reflect the goals and purposes of FHA/HERO.
	13. Demonstrate leadership, organizational, and management skills through participation in FHA/HERO meetings as well as individual and group projects.
	14. Conduct an individual or group FHA/HERO state or national project. - STAR Events - Power Of One - Families First

APPENDIX A

DIPLOMA REQUIREMENTS

Effective for students who begin the ninth grade in the 1996-97 school year, in order to earn an Alabama high school diploma, students must successfully complete the High School Basic Skills Exit Exam and earn the requirements for the Alabama High School Diploma or the Alabama High School Diploma with Advanced Academic Endorsement. A local board of education may establish requirements for receipt of additional endorsements, but any endorsement must include those requirements for the Alabama High school diploma.

Alabama High School Diploma

	Credits
English Language Arts	4
Four credits to include the equivalent of:	
English 9	1
English 10	1
English 11	1
English 12	1
Mathematics	4
Four credits to include the equivalent of:	
Algebra I	1
Geometry	1
Science	4
Four credits to include the equivalent of:	
Biology	1
A Physical Science	1
Social Studies	4
Four credits to include the equivalent of:	
Grade 9	1
World History	1
U. S. History	1
Government	1/2
Economics	1/2
Physical Education	1
Health Education	1/2
Fine Arts	1/2
Computer Applications*	1/2
Electives	5 1/2
Local boards must offer foreign languages, fine arts, physical education, wellness education, vocational and technical preparation, and driver education as electives.	
TOTAL	24

*May be waived if computer literacy, keyboarding skills, and introductory applications are verified by qualified staff at the high school. The designated one-half credit will then be added to the electives, making a total of six electives.

Alabama High School Diploma with Advanced Academic Endorsement

Credit earned through applied academic courses or embedded credit situations will not satisfy the core curriculum requirements for a diploma with an advanced endorsement.

	Credits
English Language Arts	4
Must include advanced levels of:	
English 9	1
English 10	1
English 11	1
English 12	1
Mathematics	4
Must include advanced levels of:	
Algebra II with Trigonometry	1
Science	4
Must include advanced levels of:	
Biology	1
A Physical Science	1
Additional Life and/or Physical Science	2
Social Studies	4
Must include advanced levels of:	
Grade 9	1
World History	1
U. S. History	1
Government	1/2
Economics	1/2
Physical Education	1
Health Education	1/2
Fine Arts	1/2
Computer Applications*	1/2
Foreign Language	2
Electives	3 1/2
Local boards must offer foreign languages, fine arts, physical education, wellness education, vocational and technical preparation, and driver education as electives.	
TOTAL	24

*May be waived if computer literacy, keyboarding skills, and introductory applications are verified by qualified staff at the high school. The designated one-half credit will then be added to the electives, making a total of four electives.

APPENDIX B

GUIDELINES FOR LOCAL TIME REQUIREMENTS AND HOMEWORK

In accordance with # 1.1.5 (Action Item #F-1) adopted by the Alabama State Board of Education on February 23, 1984, which directs the State Courses of Study Committee to include time-on-task requirements in the State Courses of Study, the following recommendations are made:

- Local school systems should develop time allocations that reflect a balanced school day. In addition, they should account for the law related to time requirements (§16-1-1, Ala. Code, 1975); that is, the total instructional time of each school day in all schools and at all grade levels shall not be less than 6 hours or 360 minutes, exclusive of lunch periods, recess, or time used for changing classes.

- The recommended list below resulted from considerations of a balanced educational program. Any deviations established at the local level should be accompanied by rationales that ensure balance and are compatible with the developmental characteristics of students.

NOTE: Time requirements provide a general plan and are to be implemented with a flexibility that encourages interdisciplinary approaches to teaching.

SUBJECT AREA	GRADES 1-3	GRADES 4-6
Language Arts	150 minutes daily	120 minutes daily
Mathematics	60 minutes daily	60 minutes daily
Science	30 minutes daily	45 minutes daily
Social Studies	30 minutes daily	45 minutes daily
Physical Education	30 minutes daily*	30 minutes daily*
Health	60 minutes weekly	60 minutes weekly
Art	60 minutes weekly	60 minutes weekly
Music	60 minutes weekly	60 minutes weekly
Computer Education	60 minutes weekly	60 minutes weekly

*Established by the State Department of Education in accordance with §16-40-1 (Ala. Code, 1975)

GRADES 7-12

A minimum of 140 clock hours of instruction is required for one unit of credit. A time allotment of either 50 minutes per day or 250 minutes per week will satisfy this requirement and still allow for flexible scheduling. This requirement applies to those schools that are not accredited as well.

In those schools where Grades 7 and 8 are housed with other elementary grades, the school may choose the time requirements listed for Grades 4-6 or those listed for Grades 7-12.

REMEDIAL AND/OR ENRICHMENT ACTIVITIES

Remedial and/or enrichment activities should be a part of the time schedule for the specific subject area.

KINDERGARTEN

In accordance with *Ala. Admin. Code* r. 290-050-010.01 (4) Minimum Standards for Organizing Kindergarten Programs in Alabama Schools, the daily time schedule of the kindergarten shall be the same as the schedule of the elementary schools in the systems of which they are a part. This standard references the fact that kindergartens in Alabama operate as full-day programs.

In accordance with *Ala. Admin. Code* r. 290-050-010.02, the official guide for program planning in kindergarten is *Alabama Kindergartens,* Bulletin 1987, No. 28. Criteria to be used in scheduling are listed on pages 45-46 of this guide. These include a balance of individual exploration, small-group interest activities, interaction with peers and teachers, handling of concrete materials and many other real world experiences. The emphasis is on large blocks of time that allow children the opportunity to explore all areas of the curriculum in an unhurried manner.

HOMEWORK

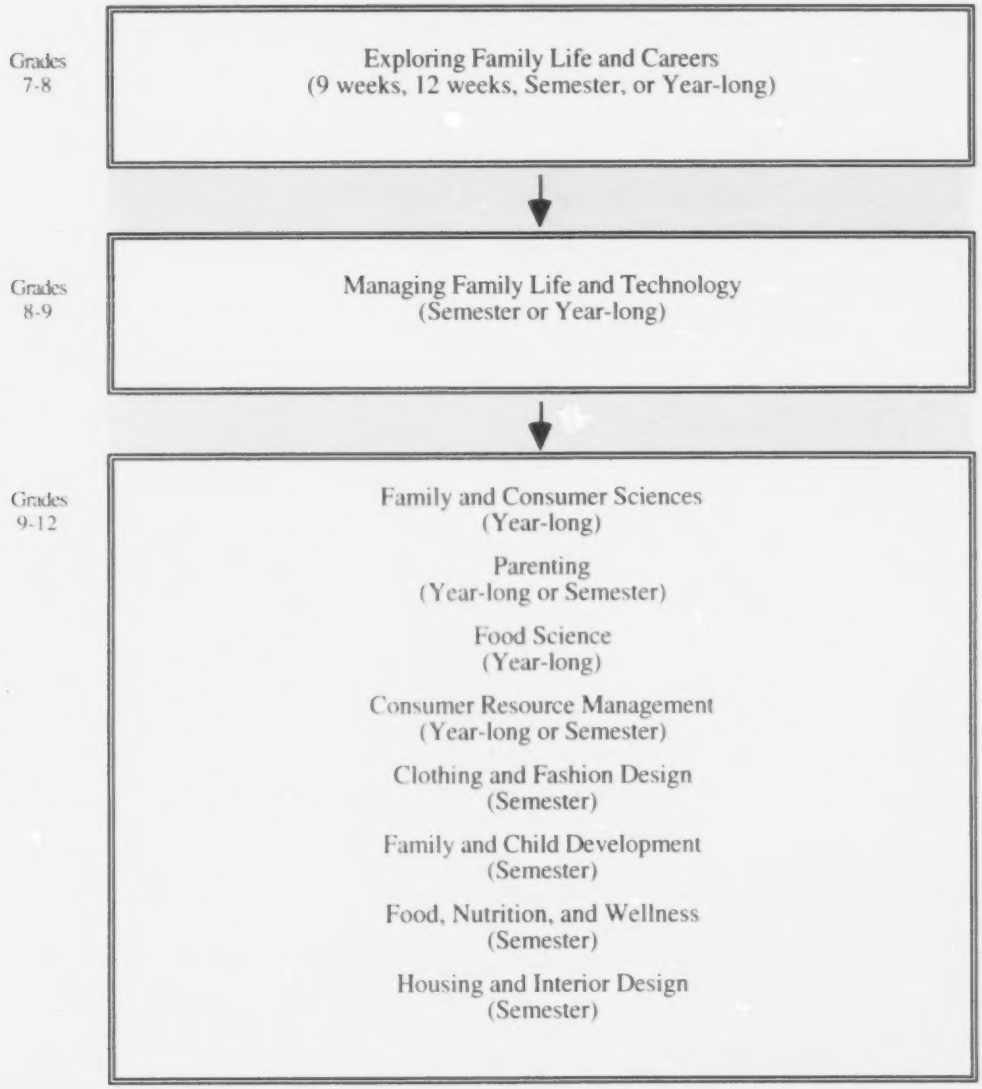
Homework is a vital component of every student's instructional program. Students, teachers, and parents should have a clear understanding of the objectives to be accomplished through homework and of the role it plays in meeting requirements of a course. Homework should be meaningful and used to reinforce classroom instruction. It should not place students and parents in a position of having to study skills that have not been introduced and practiced through classroom instruction. Furthermore, students and parents should not be burdened by excessive amounts of homework.

Each local board of education shall establish a policy on homework consistent with the State Board of Education resolution adopted February 23, 1984. (Action Item #F-2)

APPENDIX C

FAMIFuture HomeOGRAM

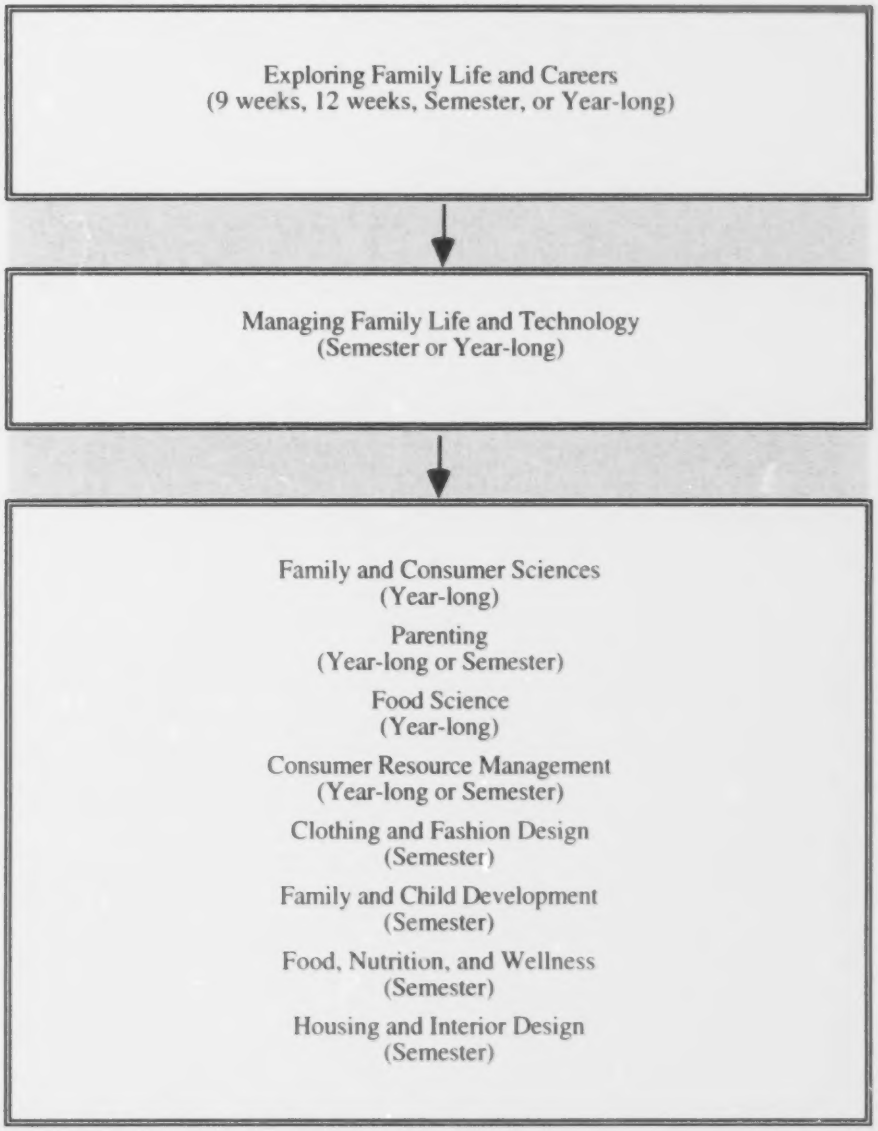
ELECTIVE COURSE OFFERINGS* SEQUENTIAL PLAN



*Courses may be selected as **electives** by students who want to acquire knowledge and skills that will help them manage their daily lives or use the information provided as related instruction for their selected occupational preparation programs. Course offerings are leveled by grades and do not require prerequisites.

FAMILY LIFE AND CONSUMER SCIENCES PROGRAM

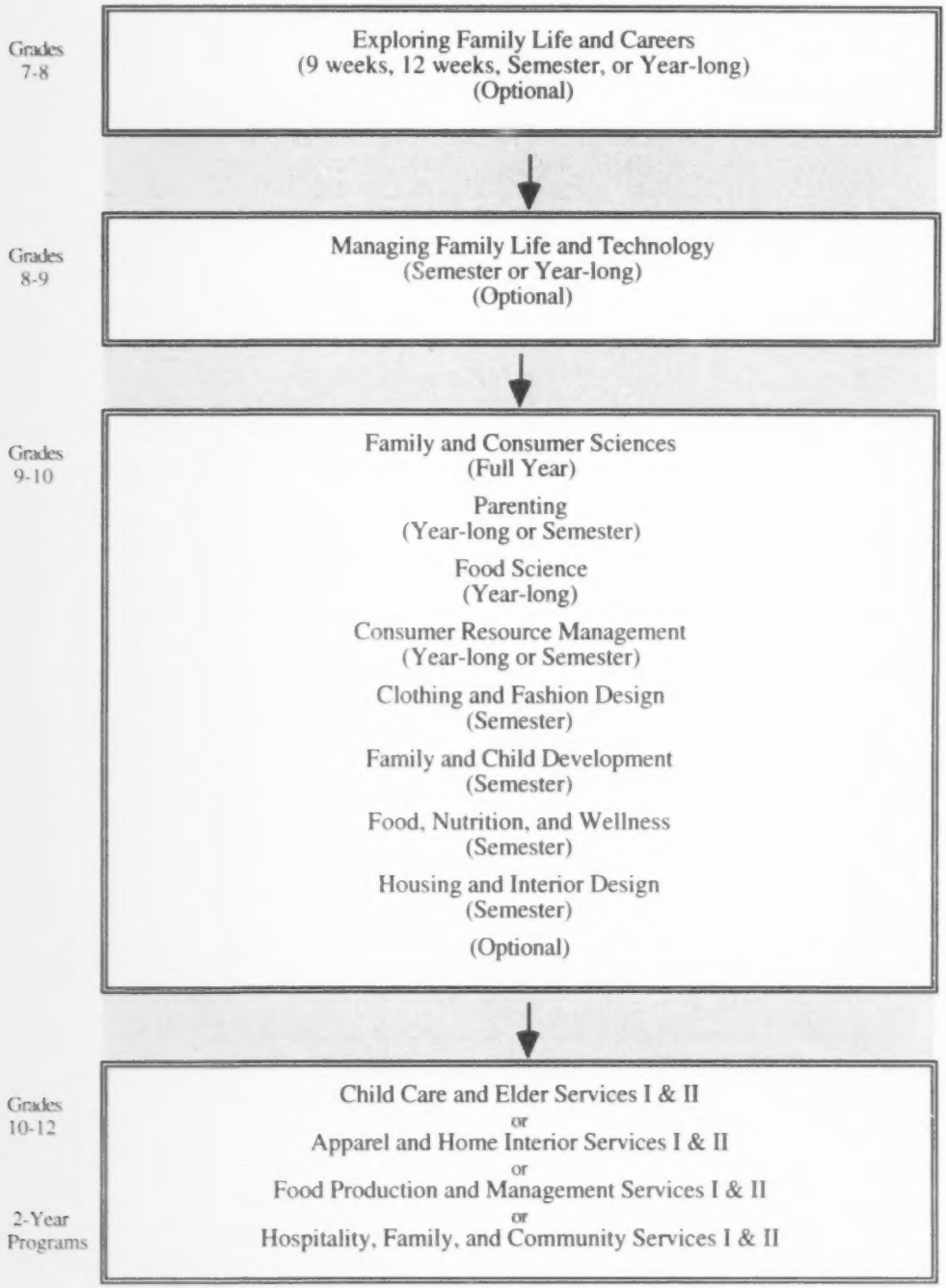
FAMILY LIFE AND CONSUMER SCIENCES CAREER PATH SEQUENTIAL PLAN*



*Students may pursue a Family Life and Consumer Sciences career major. This career major prepares students to pursue careers in areas of specialization requiring further study at a four-year university or becoming a competent homemaker or wage earner. A student is considered a **completer** by completing three or more units of credit in this program.

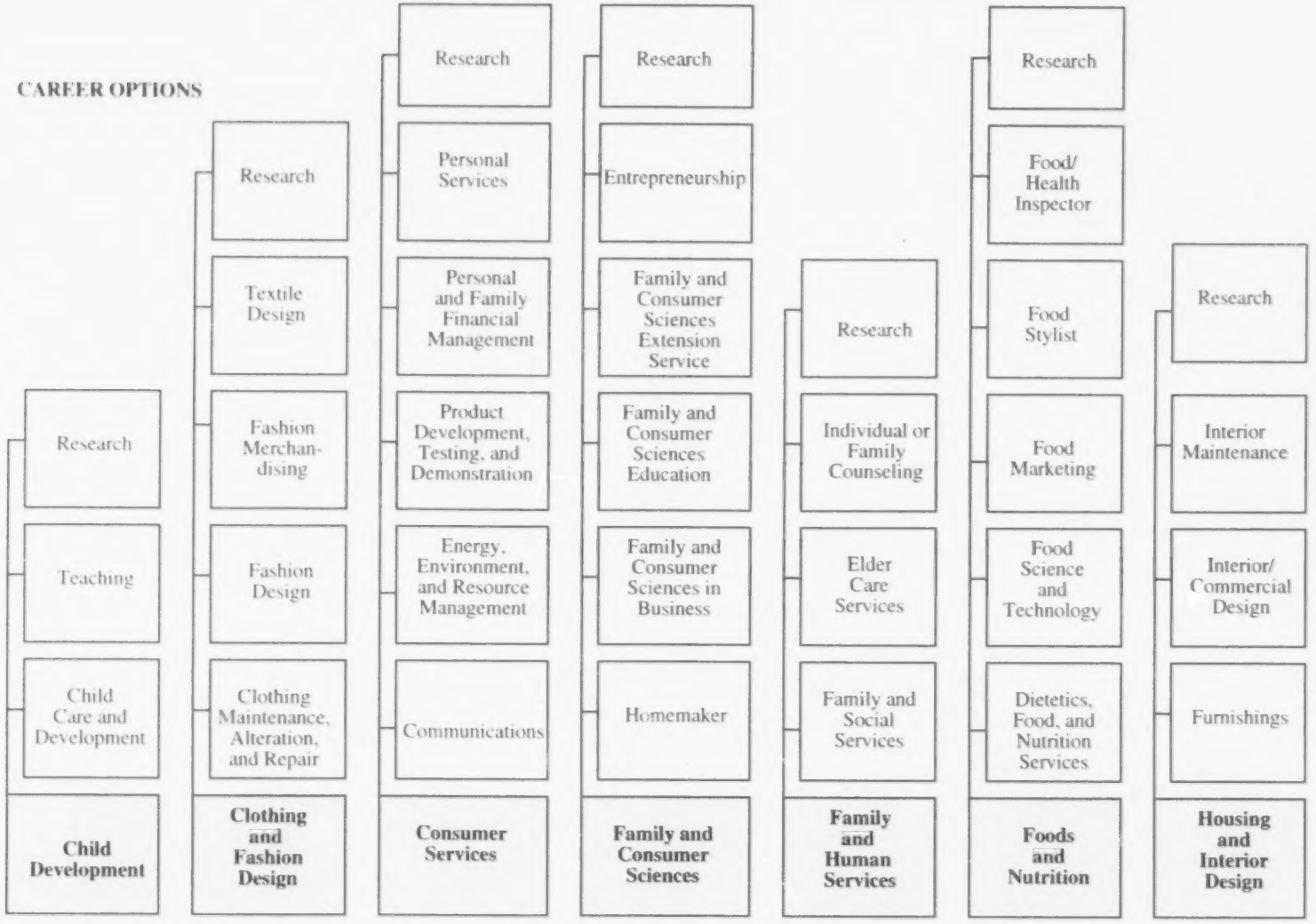
CAREER PREPARATION PROGRAM

CAREER PATH SEQUENTIAL PLAN*



*In this two-year program, students select a career major from one of the four Career Preparation Program career majors. Students who complete the two-year program are classified as **completers** of the program. Students may enroll in course offerings available in the Family Life and Consumer Sciences program in Grades 7-10.

FAMILY LIFE AND CONSUMER SCIENCES CAREER MAJORS

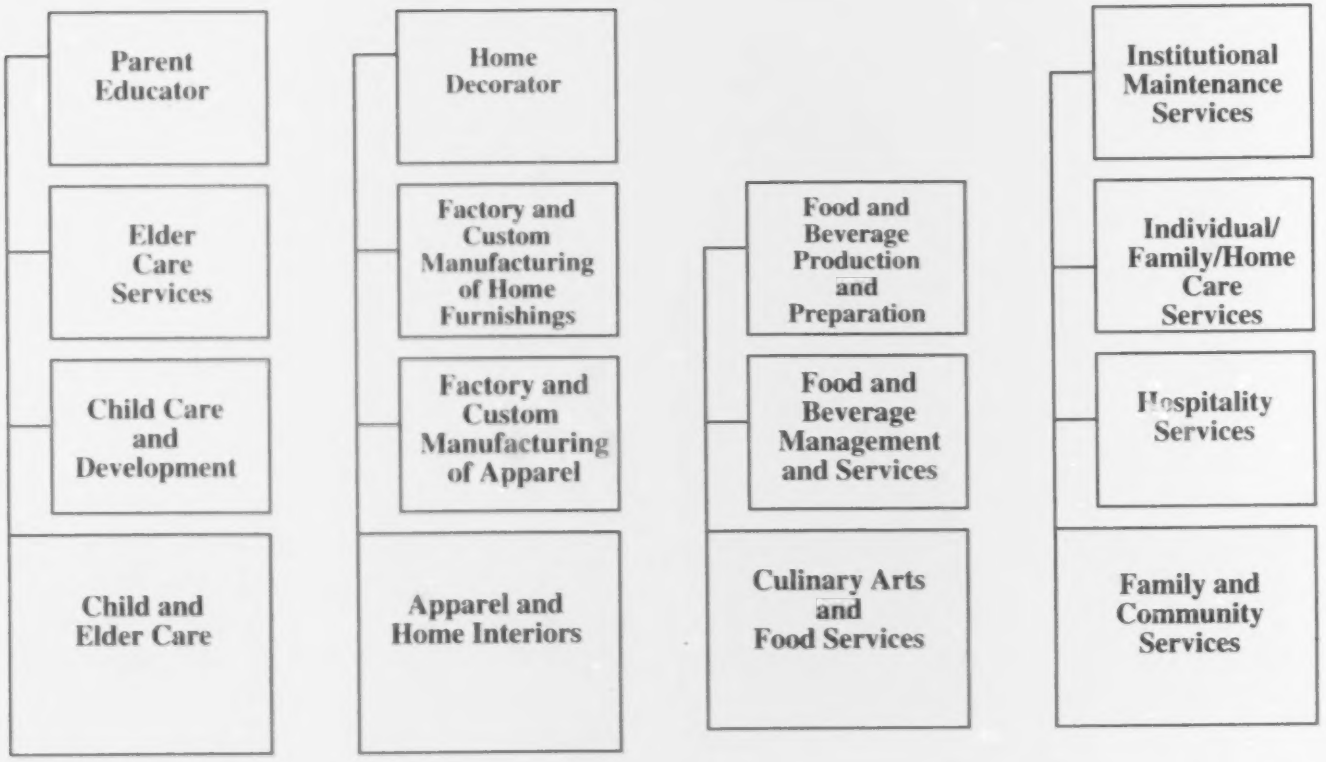


CAREER MAJORS

APPENDIX D

CAREER PREPARATION PROGRAM
CAREER MAJORS

CAREER OPTIONS


Parent Educator
Elder Care Services
Child Care and Development
Child and Elder Care
Home Decorator
Factory and Custom Manufacturing of Home Furnishings
Factory and Custom Manufacturing of Apparel
Apparel and Home Interiors
Food and Beverage Production and Preparation
Food and Beverage Management and Services
Culinary Arts and Food Services
Institutional Maintenance Services
Individual/ Family/Home Care Services
Hospitality Services
Family and Community Services

CAREER MAJORS

Bibliography

A Guide to Curriculum Planning in Home Economics. Madison, Wisconsin: Wisconsin Department of Public Instruction, 1987.

Alabama Course of Study Home Economics Education. Montgomery, Alabama: Alabama State Department of Education, 1990.

Apparel and Textiles Production, Management, and Services Curriculum Guide. Austin, Texas: Texas Education Agency, 1991.

Balancing Work and Family. Topeka, Kansas: Kansas State Department of Education, 1994.

Chamberlain, Valerie M. *Creative Home Economics*. Lake Forest, Illinois: Glencoe, MacMillian/McGraw-Hill, 1992.

Child Care and Guidance Management and Services Curriculum Guide. Austin, Texas: Texas Education Agency, 1992.

Clothing Design Curriculum Guide. Raleigh, North Carolina: North Carolina Department of Public Instruction, 1994.

Concept Paper for Family and Consumer Sciences Programs in Rhode Island. Providence, Rhode Island: Rhode Island State Department of Education, 1995.

Craig, Betty L. and Joyce B. Miles. *Careers in Home Economics*. Saint Paul, Minnesota: EMC Publishing, 1992.

Essentials for Success: Based on the Common Essential Elements. Austin, Texas: Texas Education Agency, 1990.

Food Production, Management and Services Curriculum Guide. Austin, Texas: Texas Education Agency, 1993.

Food Science. Raleigh, North Carolina: North Carolina Department of Public Instruction, 1993.

Food Science. Nashville, Tennessee: Tennessee State Department of Education, 1992.

FHA/HERO Chapter Handbook. Reston, Virginia: Future Homemakers of America, Inc., 1991.

Home Economics Career Cluster. Austin, Texas: Texas Education Agency, 1989.

Home Economics Education. Topeka, Kansas: Kansas State Board of Education, 1989.

Home Economics Education Career Path. Sacramento, California: California Department of Education, 1994.

Home Economics Education: Home and Family Management Technology. Atlanta, Georgia: Georgia Department of Education, 1991.

Home Economics Middle School Resource Guide, Columbus, Ohio: Ohio Department of Education, 1993.

Home Furnishings Worker: Vocational-Technical Education Consortium of States. Lexington, Kentucky: University of Kentucky, 1976.

Homemaker/Home Health Aide. Albany, New York: Delmar Publishers Inc., 1994.

Hospitality Industry Program: *Culinary Arts Transition Curriculum*. Hollywood, Florida: Florida Restaurant Association, 1994.

Hospitality Services Curriculum Guide. Austin, Texas: Texas Education Agency, 1994.

Housing and Interiors. Nashville, Tennessee: Tennessee State Department of Education, 1993.

Human Development, Family Living and Parenthood Education Curriculum Guide. Nashville, Tennessee: Tennessee State Department of Education, 1993.

Interactions Between Children and the Elderly: *Intergenerational Curriculum and Training Modules*. Austin, Texas: Texas Department of Human Services and Texas Education Agency, 1994.

Intergenerational Professions Instructional Guide. Austin, Texas: Texas Education Agency, 1994.

Interior Design and Housing. Raleigh, North Carolina: North Carolina Department of Public Instruction, 1992.

Institutional Maintenance: Reference Book. Austin, Texas: Texas Education Agency, 1990.

Kentucky Vocational Home Economics Education; Adult Living. Frankfort, Kentucky: Kentucky Department of Education, 1994.

Kentucky Vocational Home Economics Education: Enabling Skills and Processes. Frankfort, Kentucky: Kentucky Department of Education, 1994.

Kentucky Vocational Home Economics Education: Marriage and the Family. Frankfort, Kentucky: Kentucky Department of Education, 1994.

Kentucky Vocational Home Economics Education: Nutritional Science. Frankfort, Kentucky: Kentucky Department of Education, 1994.

Life Planning Guide: Work and Family Life Program. Columbus, Ohio: Ohio Department of Education, 1994.

Mehas, Kay and Sharon Rodgers. *Food Science and You*. Peoria, Illinois: Glencoe, MacMillian/McGraw-Hill, 1992.

Miller, Sandra W. and Charlotte Tulloch. *Teaching Basic Skills Through Home Economics.* Gainesville, Virginia: Home Economics Education Association, 1989.

Nebraska Framework for Family and Consumer Sciences Education Curriculum Development. Lincoln, Nebraska: Nebraska State Department of Education, 1995.

Nutrition and Wellness Resource Guide: Work and Family Life Program. Columbus, Ohio: Ohio Department of Education, 1994.

Occupations and Careers Curriculum Guide. Nashville, Tennessee: Tennessee State Department of Education, 1993.

Parenting and Child Development. Raleigh, North Carolina: North Carolina Department of Public Instruction, 1994.

Personal Development Resource Guide: Work and Family Life Program. Columbus, Ohio: Ohio Department of Education, 1993.

Positioning the Profession for the 21st Century: The Scottsdale Meeting. American Home Economics Association, the American Vocational Association, Home Economics Division, the Association of Administrators of Home Economics, the National Association of Extension Home Economists, and the National Council of Administrators, 1993.

Resource Management Resource Guide: Work and Family Life Program. Columbus, Ohio: Ohio Department of Education, 1993.

Services for the Elderly Curriculum Guide. Austin, Texas: Texas Education Agency, 1993.

Standard Guidelines for Massachusetts Family and Consumer Sciences Programs. Quincy, Massachusetts: Massachusetts Department of Education, 1995.

Textiles and Apparel Curriculum Guide. Nashville, Tennessee: Tennessee State Department of Education, 1990.

BEST COPY AVAILABLE